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ABSTRACT

The Department of Education of the Commonwealth of Pennsylvania summarized efforts in adult basic education (ABE) for the period of July 1, 1984, through June 30, 1985, based upon information provided for every program funded under the Adult Education Act of 1966, as amended October 19, 1984. The information showed that from 1983-84 to 1984-85, progress was made in increasing the availability of programs throughout the state and in decreasing program dropouts. Demographic characteristics this year were similar to past years for the 25,373 students who received 12 or more program contact hours. The student population continued to be young, single, and nearly equally divided between males and females. Although most of the participants were white, the proportion of minority group members was larger than in the target population. Students most often indicated that obtaining a diploma was the reason they were participating. Students most often found out about the program through friends, by word of mouth, and by the news media, and less often through referrals from human service agencies. During the year, staff members increased by 8.4 percent from the previous year, although the increase represents greater use of volunteers. The ratio of students to staff dropped from 14:1 to 12:1. In general, the cooperation with other agencies, efforts to increase enrollments and retention, special efforts to serve special target groups, infusion of adult competency curricula into the programs, and diversity of special projects suggest that the Pennsylvania adult basic education program administrators are committed to, and are making progress toward, achieving the goals of the Adult Education State Plan. Appendices include: (1) survey instruments; (2) Statistical Section of the Federal Adult Education Annual Performance and Evaluation Report; (3) Pennsylvania ABE Program Summary by County; and (4) a list of Section 10 Funded Projects. (KC)

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Margaret A. Smith, Secretary

Office of Basic Education
D. Kay Wright, Commissioner

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Division of Advisory Services
Joseph F. Bard, Chief

Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126-0333

February 1986

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EVALUATION REPORT:
FISCAL YEAR 1984-85 ADULT BASIC EDUCATION PROGRAMS
IN THE COMMONWEALTH OF PENNSYLVANIA

Division of Advisory Services
Bureau of Basic Education Support Services
Pennsylvania Department of Education

February 1986

Prepared under Program No. 36-6067
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ABSTRACT

From 1983-84 to 1984-85, progress was made in increasing the availability of programs throughout the state and in decreasing both the overall rate of premature separations and the rate of enrollees who dropped out of the program before completing 12 hours or meeting their personal objective.

Demographic characteristics this year were similar to past years for the 25,373 students who received 12 or more program contact hours or met their personal objectives in less than 12 hours. The student population continued to be young, single, and nearly equally divided between males and females, with females slightly outnumbering their male counterparts. Although most of the participants were white, minority group members were represented in larger proportions in the student group than in the target population.

Students most often (43.5 percent of reported cases) indicated that obtaining a diploma was the reason they were participating. A student found out about the ABE program more often (29.9 percent) from a friend or relative than from any other source. Human service agencies referred 10.6 percent of the students, while 13.0 percent of the students learned of the program through television, newspapers, or pamphlets. Recruitment relies increasingly on word of mouth and the news/entertainment media and decreasingly on referrals from human service agencies.

Information received from 2,198 staff members in 1984-85 reflected an increase in staff of 8.4 percent from 1983-84, although the increase represents greater use of volunteers. The ratio of students to staff dropped from 14 to 1 in 1983-84 to 12 to 1 in 1984-85. This decline also results primarily from the continuing rise in use of individual volunteer tutors. For the third straight year, female staff members outnumbered male staff. Although females represent more than three fourths of the volunteers, females barely outnumber males in paid positions.

The cooperation with other agencies, efforts to increase enrollments and retention, special efforts to serve special target groups, infusion of adult competency curricula into the programs and diversity of special projects suggest that the administrators of the Pennsylvania Adult Basic Education programs are committed to, and are making progress toward, achieving the goals of the Adult Education State Plan. The problems these administrators encountered, most notably insufficient funding, often hampered their ability to provide all the services that were needed, but many administrators indicated that they were seeking innovative ways to overcome these problems. Meeting these challenges has been the program's greatest success.

INTRODUCTION

This annual report summarizes and describes the efforts of the Commonwealth of Pennsylvania in adult education for the period of July 1, 1984 through June 30, 1985. The report is based upon information provided for every program funded under the Adult Education Act of 1966, as amended October 19, 1984 (P.L. 98-511). Funds were provided under Section 306 for Adult Basic Education, including English as a Second Language, and Adult Secondary Education programs. Unless otherwise noted, all will be referred to as Adult Basic Education (ABE) programs. When General Educational Development (GED) programs are indicated, they include external high school diploma programs. Various parts of this report will refer to projects funded under Section 310 of the Act; these projects are funded for special experimental demonstration projects and staff development projects. Some Section 310 projects included direct services to students. This report's statistics and analytical statements about students and/or staff include these students and their projects' staff members unless otherwise noted.

The annual evaluation report is a major product of the management information system for the Division of Adult Basic Education. This system is designed to measure the extent to which the goals and objectives of the Adult Education State Plan, 1983-1985, have been accomplished. The report disseminates information about the statewide ABE program to local ABE staff for their use in program planning. Other formal dissemination mechanisms include Individual Program Summary Reports (analyses of each program's student and staff characteristics) and regional and statewide staff development workshops conducted by the Division of Adult Basic Education.

As in previous years, this report for fiscal year 1984-85 provides a statistical and descriptive profile of ABE programs, staff, and students, and a summary of the narrative descriptions submitted by administrators. Information concerning students (both demographic and impact), staff, and program operation was received from the 210 Section 306 programs that operated during this reporting period; additionally, student and staff data are included from the 16 Section 310 projects providing direct services to students. The report also contains four appendices: Appendix A contains the data collection instruments; Appendix B contains the statistical section of the federal report; Appendix C lists ABE program information by county; Appendix D provides a list of the projects funded in 1984-85 under Section 310 of the Adult Education Act and abstracts describing their efforts and achievements.

For purposes of this report, the term "community-based" is used to denote all noninstitutional programs.

PROGRAM CHARACTERISTICS

During this reporting period, Adult Basic Education programs in the state continued to make progress in providing educational opportunities for undereducated adults in 1984-85. Community-based programs or services, such as those sponsored by local school districts (LEAs), intermediate units (IUs), colleges/universities and public/private nonprofit agencies, were provided in 57 of Pennsylvania's 67 counties (85.1 percent). Thirty-one of these counties also had institutional ABE/GED programs, such as those at correctional institutions and state hospitals, where the students are residents at the institutions. Warren County had only an institutional program, bringing the total number of counties served in 1984-85 to 58, or 86.6 percent. Two counties (Franklin and Snyder) which previously had both institutional and community-based programs no longer have institutional programs. The location of these counties is shown on Figure 1, and Table 1 shows the distribution of the programs serving each county. In addition, 13 Section 306 programs extended their services into previously unserved areas in the past year but did not extend into unserved counties.

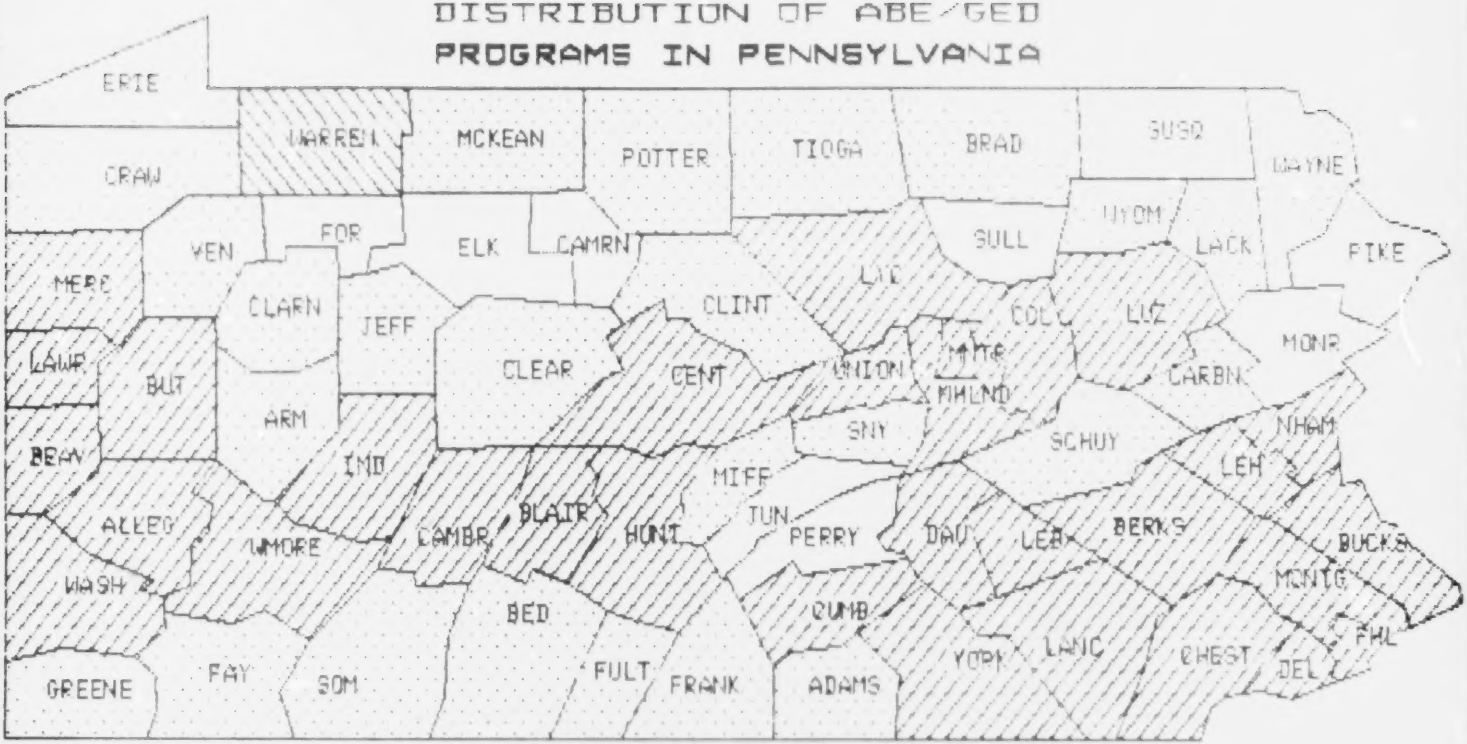
Figure 1 also shows the location of the nine counties that did not have ABE/GED services in 1984-85. Seven of these counties are in the sparsely-populated northern tier of Pennsylvania. Therefore, although further progress could be made in reaching every county, the vast majority of eligible adults have access to adult basic education. Furthermore, the ABE program is publicized through the Pennsylvania Adult Education Mid-Winter Conference, letters to the Chief Executive Officer of local school districts, colleges, universities and IUs, letters to previously funded ABE program directors, the Pennsylvania Federal Coordinators' Conference and the Pennsylvania Bulletin. Thus, it can be assumed that the Pennsylvania school districts and intermediate units in the unserved areas were aware of the availability of ABE funds but did not choose to apply for funding. Lastly, students from all 67 Pennsylvania counties participated in the 1984-85 ABE program, indicating that many students participate in programs outside the counties in which they reside.

One hundred eighteen different agencies sponsored Section 306 ABE programs in Pennsylvania in 1984-85. This number represents a decrease of eight ABE sponsors from the previous year. Table 2 shows that school districts continued to sponsor most of the programs. Sponsorship by intermediate units and by colleges and universities remained unchanged while the numbers of sponsors in other categories diminished from the numbers for the previous year. In addition, the Pennsylvania Department of Education sponsored 14 programs in state correctional institutions through its Division of Corrections Education.

FIGURE 1

DISTRIBUTION OF ABE/GED

PROGRAMS IN PENNSYLVANIA



COUNTIES WITH COMMUNITY ABE/GED PROGRAMS

COUNTIES WITH INSTITUTIONAL ABE/GED PROGRAMS

COUNTIES WITH BOTH TYPES OF ABE/GED PROGRAMS

COUNTIES WITH NO ABE/GED PROGRAMS

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Table 1
Distribution of Section 306 Programs Serving Pennsylvania Counties

County	Number of Institutional Programs Providing Services	Number of Community-Based Programs Providing Services	County	Number of Institutional Programs Providing Services	Number of Community-Based Programs Providing Services
Adams	-	1	Lackawanna	-	3
Allegheny	3	12	Lancaster	1	4
Armstrong	-	5	Lawrence	1	3
Beaver	1	2	Lebanon	1	2
Bedford	-	1	Lehigh	2	2
Berks	2	4	Luzerne	1	3
Blair	1	2	Lycoming	2	2
Bradford	-	3	McKean	-	4
Bucks	1	9	Mercer	3	7
Butler	1	2	Mifflin	-	1
Cambria	2	4	Monroe	-	-
Cameron	-	-	Montgomery	3	11
Carbon	-	1	Montour	1	2
Centre	2	4	Northampton	1	6
Chester	2	5	Northumberland	1	2
Clarion	-	2	Perry	-	-
Clearfield	-	2	Philadelphia	1	10
Clinton	-	1	Pike	-	-
Columbia	1	2	Potter	-	1
Crawford	-	4	Schuylkill	-	3
Cumberland	3	4	Snyder	-	1
Dauphin	4	7	Somerset	-	2
Delaware	4	11	Sullivan	-	-
Elk	-	-	Susquehanna	-	-
Erie	-	8	Tioga	-	1
Fayette	-	3	Union	1	1
Forest	-	-	Venango	-	1
Franklin	-	3	Warren	1	-
Fulton	-	2	Washington	1	3
Greene	-	1	Wayne	-	1
Huntingdon	2	2	Westmoreland	2	3
Indiana	1	2	Wyoming	-	2
Jefferson	-	1	York	1	4
Juniata	-	-			

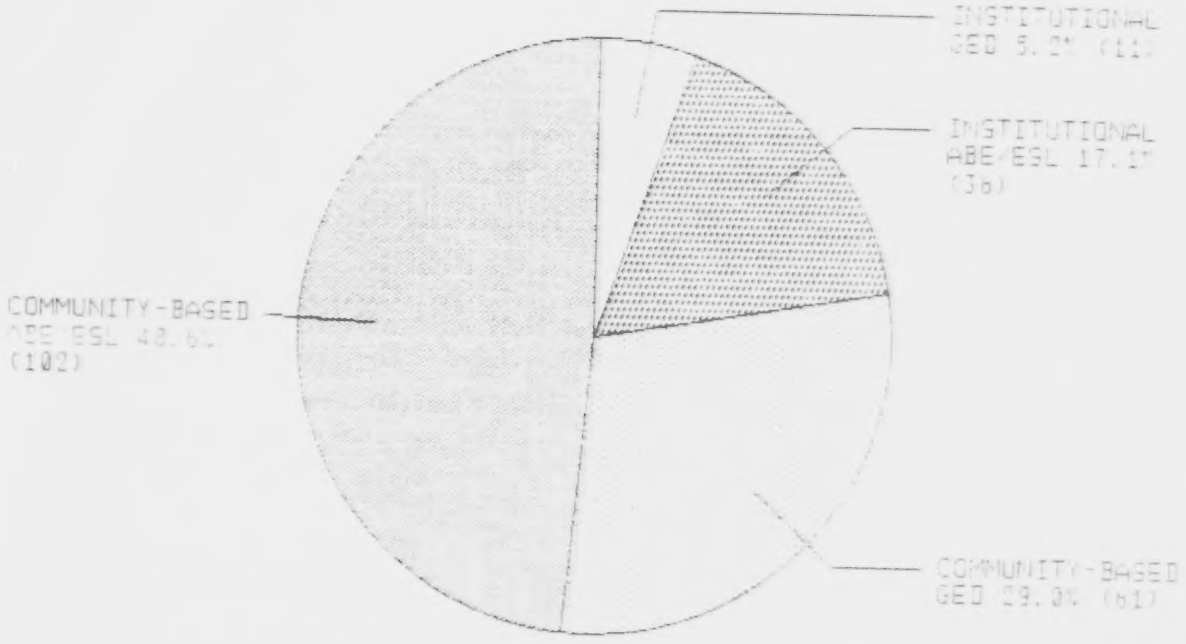
Table 2
Distribution of Section 306 Program Sponsors

Type of Sponsor	1984-85	1983-84	1982-83	1981-82	1980-81
School Districts*	69	75	74	73	74
Intermediate Units	20	20	22	22	23
Public/Private Nonprofit Agencies	21	23	24	20	25
Colleges/Universities	7	7	6	5	4
Pennsylvania Department of Education	1	1	1	1	1
TOTAL	118	126	127	121	127

* Including Area Vocational-Technical Schools, of which there were 10 in 1983-84 and 9 in 1984-85.

In 1984-85, the 118 sponsors were funded for a total of 210 programs, or 18 programs less than in 1983-84. The greatest proportion of these programs (48.6 percent) were community-based ABE/ESL programs (Figure 2), followed by community-based GED programs (29.0 percent).

Figure 2
Types of Programs Funded



Although progress occurred in increasing the distribution of opportunities to participate in adult education programs throughout the state, rising costs resulted in further reduction of the number of students served. Table 3 shows that 2,619 fewer students (defined by the U.S. Department of Education as enrollees who completed 12 or more program contact hours or met their personal objectives in less time) were served in 1984-85 than in 1983-84. In contrast, Table 5 indicates that the number of classes reported decreased by 177 (14.4 percent) in 1984-85. Athough most of this reduction results from actual decrease in the number of classes, part of the reduction also results from tightening of the definition of "class" as "at least 15 students" for some ABE programs basically serving students through individual tutors.

The number of enrollees who dropped out of the program before completing 12 hours or meeting their personal objective in less time decreased from 14.5% in 1983-84 to 11.2% in 1984-85. Those students who completed at least 12 hours or met their personal objective in less time in 1984-85 received 1,815,664 hours of service, a decrease of 10.9 percent over the previous year's total hours of service. This decrease reflects the 10.4 percent decline in the number of students.

Table 3
Participation in Adult Basic Education Programs

	1984-85	1983-84	1982-83
Number of Students enrolled	29,320	32,745	35,042
Decrease from previous years	3,425	2,297	1,566
Number of students who completed at least 12 contact hours or met their personal objective in less time	25,373	27,992	30,284
Decrease from previous year	2,619	2,292	2,970

Class Sites

ABE sponsors conduct classes in many different locations. Table 4 shows the enrollment for each type of class site for the past three years. For the first time in recent years, learning centers served the largest proportion of students (24.7 percent). Junior/senior high schools accommodated almost as many students (24.5 percent). Community centers (including outreach sites such as libraries, churches, and YM/YWCAs), and correctional institutions (county, state, and federal) ranked third and fourth, respectively, in accommodating students for the past four years. Percentages of students attending classes at institutions for the handicapped, elementary schools, and four-year colleges increased significantly, while a significant decrease occurred at state correctional institutions because of cancellation of programs at one location.

Table 4
Enrollment by Class Site

	1984-85		1983-84		1982-83		1981-82	
	Number of Students	%	Number of Students	%	Number of Students	%	Number of Students	%
Learning Center	6,271	24.7	7,076	25.3	7,210	23.8	7,989	24.0
Junior/Senior High	6,226	24.5	7,231	25.8	8,012	26.5	8,098	24.4
Community Center	4,630	18.2	4,716	16.8	5,540	18.3	5,533	16.6
County Prison	2,014	7.9	2,141	7.6	1,579	5.2	2,039	6.1
Institution for Handicapped	1,180	4.7	1,078	3.9	1,491	4.9	1,594	4.8
Elementary School	846	3.3	584	2.1	1,038	3.4	926	2.8
Vo-Tech School	815	3.2	838	3.0	723	2.4	590	1.8
Hospital	670	2.6	841	3.0	589	1.9	1,060	3.2
Federal/State Correctional Institution	634	2.5	1,194	4.3	1,299	4.3	1,550	4.7
Four-Year College	387	1.5	94	0.3	0	0.0	0	0.0
Community College	341	1.3	391	1.4	547	1.8	586	1.8
Business/Work Site	111	0.4	142	0.5	186	0.6	423	1.3
Other*	1,247	4.9	1,616	5.8	1,595	5.3	1,948	5.9
No Response	1	0.0	50	0.2	475	1.6	918	2.8
TOTAL	25,373	100.0	27,992	100.0	30,284	100.0	33,254	100.0

* "Other" includes students tutored at home (188 in 1984-85).

As previously mentioned, program administrators reported 16 more classes in 1983-84. This increase combined with the decrease in the number of programs to raise the average number of classes per program from 5.1 in 1982-83 to 5.4 in 1983-84. The distribution of classes shifted toward more evening classes (59.3 percent in 1983-84, 57.0 percent in 1982-83), more noninstitutional classes (87.1 percent in 1983-84, 86.0 percent in 1982-83), and more ABE/ESL classes (79.8 percent in 1983-84, 71.3 percent in 1982-84). Table 5, however, shows that daytime classes predominated at institutions. The average class accommodated 23 students. This class size is larger than the 22-student average for 1981-82 and smaller than the 25-student average for 1982-83. The increasing numbers of staff affect class size, but the continuing rise in the proportion of volunteers combines with this year's decline in the number of full-time staff and a two-year decline in the number of paid staff to produce major changes in some programs' class structure.

Table 5
Distribution of Classes

Level of Instruction	Institutional		Noninstitutional		
	Day	Night	Day	Night	Total
ABE	52	79	327	346	804
GED	5	10	57	175	247
TOTAL	57	89	384	521	1,051

Enrollment by Entry Level

Students in basic education classes are enrolled at one of three levels: English as a Second Language (ESL), grades 0 to 4, and grades 5 to 8. Adult secondary programs include grades 9 to 12. Table 6 shows the distribution of enrollment by these entry levels for six years. The figures show that the proportion of students enrolled at the ESL level has increased to the highest point since 1981-82, while the proportion of students enrolled in secondary education programs is at its highest point during this six-year period. In fact, it is at the highest point since 1977-78, when it was 23.6 percent. The proportion of students enrolled at the 0-4 and 5-8 levels declined slightly from 1983-84 to 1984-85.

Table 6
Enrollment by Entry Level

Entry Level	1984-85		1983-84	1982-83	1981-82	1980-81	1979-80
	Enrollment						
	Number	Percent	Percent	Percent	Percent	Percent	Percent
ESL	3,235	12.7	11.0	12.3	13.2	13.2	12.8
0-4	4,752	18.7	19.7	17.7	20.4	20.6	18.6
5-8	11,450	45.1	46.2	47.0	44.7	46.3	46.4
9-12	5,936	23.4	23.1	23.0	19.5	19.7	21.7
Not Reported	0	0.0	0.0	2.2	0.0	0.5	0.0
TOTALS	25,373	100.0*	100.0	100.0	100.0	100.0	100.0

*Rounding causes percentages to appear to total incorrectly.

Status of Enrollees at End of Program

Table 7 shows improvement in the overall 1984-85 retention/completion rate over that in 1983-84. This rate increased for the 0-4 and 5-8 levels, but it decreased for the ESL and 9-12 levels. The overall rate remains slightly below the 1981-82 rate but above the rates for the other years of this decade. The highest retention/completion rate occurred for the 0-4 level, although the secondary level had for several years previously had the highest retention/completion rates. Although the completion rates for all levels except ESL declined, the decline in the overall completion rate still left the overall completion rate noticeably higher than that for 1982-83. On the other hand,

the percentage of students who remained at their entry level has steadily increased from 22.8 in 1979-80 to 34.4 in 1984-85. Despite a long-term decline in the completion rate, the retention/completion rate remains relatively constant despite having risen in each of the past two years.

Table 7
Retention/Completion Rates

Entry Level	Percent Stayed at Entry Level			Percent Passed Entry Level			Total Percent Retained or Passed		
	84-85	83-84	82-83	84-85	83-84	82-83	84-85	83-84	82-83
ESL	40.5	45.2	39.1	24.7	20.8	25.6	65.2	66.0	64.7
0-4	50.9	47.5	44.1	22.6	24.6	18.3	73.5	72.1	62.4
5-8	34.1	30.6	33.9	34.5	35.3	33.4	68.6	65.9	67.4
9-12	18.5	21.3	20.1	50.6	50.9	52.0	69.1	72.2	72.1
ALL LEVELS	34.4	33.4	33.2	34.8	35.2	34.1	69.2	68.6	67.2

Over 34 percent of all the students in the ABE programs remained at entry level. This does not necessarily indicate a lack of progress since these students may have progressed within their levels or enrolled in a program near its end. Proportionally more primary students (entry level 0-4) remained at entry level. In contrast, secondary students (entry level 9-12) were most likely to complete their entry level. This trend has been observed for the last several years.

Table 8 shows the distribution of students who completed at least 12 program hours or met their personal objective in less time but left the program without completing the course level requirements (early separations). The figures for 1984-85 show improvement overall and at the 0-4 and 5-8 levels. The early separation rate increased for the ESL and 9-12 levels. Notice should be taken that many of the students left their programs prematurely for positive reasons such as meeting their personal objective, becoming employed, or accepting a better job. These reasons will be discussed in the Student Characteristics section of the report.

Table 8
Early Separations*

Level	1984-85 Percent	1983-84 Percent	1982-83 Percent	1981-82 Percent	1980-81 Percent
ESL	34.8	34.0	35.3	28.6	35.6
0-4	26.5	27.9	37.6	37.1	36.1
5-8	31.4	34.1	32.7	30.2	37.3
9-12	30.9	27.8	27.9	26.8	31.6
ALL LEVELS	30.8	31.4	32.8	30.6	35.6

*Separated after 12 or more program contact hours or after meeting personal objective in less than 12 hours.

Table 9
Average Instructional, Other Contact, and Total Program
Contact Hours and Change from 1983-84*

Class Sites	Level of Instruction	Average Instructional Hours	Average Other Contact Hours	Average Total Program Contact Hours**
Elementary School	ABE	59.8 -	3.4 -	63.2 -
	GED	43.4 +	2.9 -	46.3 +
Junior/Senior High	ABE	65.9 -	2.9 o	68.8 -
	GED	46.4 -	2.6 +	49.0 +
Learning Center	ABE	94.5 +	5.1 +	99.5 +
	GED	44.6 +	3.1 o	47.6 +
State or Federal Correctional Institution	ABE	71.6 -	1.9 -	73.4 -
	GED	51.7 -	1.4 -	53.1 -
County Prison	ABE	49.5 -	1.7 -	51.2 -
	GED	42.4 +	2.0 +	44.4 +
Hospital	ABE	67.4 -	2.4 -	69.8 -
	GED	74.4 +	2.4 o	76.8 +
Institution for Handicapped	ABE	153.7 -	2.2 -	155.9 -
	GED	36.7 +	4.7 -	41.5 -
Vo-Tech School	ABE	44.7 -	2.2 -	46.9 -
	GED	49.5 +	2.7 +	52.2 +
Business/Work Site	ABE	34.1 -	1.9 +	36.0 -
	GED	73.1 +	6.7 +	79.8 +
Community Center	ABE	57.8 -	3.8 +	61.7 -
	GED	37.0 -	3.5 +	40.5 -
Student's Home	ABE	32.9 +	2.1 +	35.1 +
	GED	--	--	--
Community College	ABE	51.5 +	4.0 -	55.4 +
	GED	72.1 +	7.5 +	79.6 +
4-Year College	ABE	66.0 -	2.0 -	68.0 -
	GED	--	--	--
Other	ABE	100.7 +	2.3 -	103.1 +
	GED	70.1 +	3.7 -	73.8 +
TOTAL	ABE	74.8 -	3.4 o	78.2 -
	GED	46.8 +	2.9 +	49.8 +
Students Who Separated Prematurely	ABE	47.1 +	2.4 -	49.5 +
	GED	28.7 +	2.3 -	31.1 +
Students Who Remained at Entry Level	ABE	79.0 -	3.4 +	82.4 -
	GED	46.6 +	2.7 +	49.2 +
Students Who Passed One or More Levels	ABE	97.7 -	4.4 +	102.1 -
	GED	58.0 +	3.4 +	61.4 +
Students Who Met Their Objectives in Less Than 12 Program Contact Hours	ABE	5.4 +	1.3 -	6.6 +
	GED	5.7 +	1.5 -	7.2 -

*A "+" beside a number indicates that more time was completed in 1984-85 than in 1983-84; an "o" indicates no change from 1983-84; a "-" indicates that more time was received in 1983-84 than in 1984-85.
**Rounding causes some lines to appear to have errors in totalling.

Contact Hours

Table 9 shows the average number of instructional, other contact, and total contact hours students in the adult educa ion programs received in 1984-85 and whether the figures given are greater or less than in the preceding year. It should also be noted that the averages for ABE/ESL students are greater than those for GED students since ABE/ESL programs generally operate for 200 hours, whereas GED programs usually operate for 100 hours. The actual instructional hours, though, are less than the program length since the programs are generally open entry/open exit and GED students customarily withdraw from the program when they pass the GED test.

Table 9 shows that ABE/ESL students received an average of 74.8 hours of instruction, a decrease of 1.9 hours from the 1983-84 average but still considerably higher than the average of 66.9 hours in 1982-83. The averages ranged from a low of 32.9 hours of instruction at students' homes to a high of 153.7 hours at institutions for the handicapped. GED students received an average of 46.8 hours of instruction, which is 1.1 hours more than the average in 1983-84 and minimally higher than the 1982-83 average.

Over 82 percent of all ABE/GED students received services in addition to instruction in the adult education programs. These services included counseling, testing, and other services; they averaged 3.4 hours for ABE/FSL students and 2.9 hours for GED students.

Program Cost

Funding for the adult education programs in Pennsylvania under the Adult Education Act was $5,003,792 for the reporting period. These funds provide for the operation of the programs funded under Sections 306 and 310 of the Act and the administration of the program. In 1984-85, $4,284,148 (which includes carry-over monies) were allocated to local agencies/institutions for the operation of the Section 306 programs described in this report. These funds are primarily used for instructional salaries, textbooks, other teaching materials and in-service training. In addition, grantees are required to contribute a minimum of 10 percent of the grant award to the program, which usually included the facilities, maintenance costs, electricity, heat and other services. During the current reporting period, 1,815,664 hours of service (both instructional and other contact hours) were provided to federally reportable students enrolled in ABE programs in Pennsylvania. With the 10 percent local match, the "accountable" cost per contact hour is estimated to be $2.62. This computation excludes 20,965 contact hours for 3,199 students who left before acruing 12 contact hours or achieving their personal objectives.

Summary

Progress was made in increasing the availability of programs throughout the state. Progress was also made in decreasing the overall rate of premature separations among students who received at least 12 hours of service. The proportion of enrollees who dropped out of the program before completing 12 hours or meeting their personal objective also decreased. Better retention rates increased the program's productivity in terms of service to individual students.

Due to rising costs there were fewer students, fewer classes, and fewer service hours. In addition, the declining rate of completions for students enrolled at all levels except ESL and the increasing rate of early separation at the ESL and secondary levels suggest that special efforts should be considered by local program administrators to analyze the reasons for early separations and noncompletions to determine if these target groups can be better served.

STUDENT CHARACTERISTICS

ABE programs provided instruction to 25,373 students during the 1984-85 program year. Students enrolled in the beginning level of instruction (grades 0-4) comprised 18.7 percent of this group; intermediate level (5-8) students, 45.1 percent; advanced level (9-12) students, 23.4 percent; and ESL (English as a Second Language) students, 12.7 percent. Demographic, recruitment, participation, completion, continuation, separation, and impact data presented in this section reflect students who have completed 12 or more program contact hours and students who have met their personal objectives in less than 12 hours. Enrollees who separated from their program before completing 12 program contact hours and before they met their personal objectives are discussed separately at the end of this section. A copy of the Student Intake/Data Form by which the information was obtained appears in Appendix A.

Demographic Data

The ABE student population continued to be predominantly young, single, and nearly equally divided between males and females. Over half of the ABE students were single (51.6 percent), 32.3 percent were married, 12.5 percent were separated or divorced, and 3.4 percent were widowed. Single parents comprised at least 18.9 percent of the total student population, a significant increase over the previous year's 17.2 percent; 70.9 percent of these students were females. Of the single parents, most (51.6 percent) were unmarried, 44.9 percent were separated or divorced, and 3.6 percent were widowed.

Only 28.2 percent of the ABE students were employed at the time of enrollment, an increase of 3.8 percent from 1983-84. In comparison, 45.9 percent of the students were unemployed and available to work; 25.9 percent were unemployed and unavailable to work. That slightly less than a quarter (24.9 percent) of the students enrolled were on public assistance involved a decline of over two percent from the previous year.

Table 10
Distribution of Students by Age and Sex

	Male		Female		Sex Not Indicated		TOTAL	
Age	Number	Percent	Number	Percent	Number	Percent	Number	Percent
24 and Younger	5,613	22.1	4,709	18.6	--	--	10,322	40.7
25-34	3,687	14.5	3,845	15.2	--	--	7,532	29.7
35-44	1,647	6.5	2,355	9.3	--	--	4,002	15.8
45-54	710	2.8	1,142	4.5	--	--	1,852	7.3
55-64	316	1.2	438	1.7	--	--	754	3.0*
65 and Older	276	1.1	634	2.5	--	--	910	3.6
Age not Indicated	--	--	--	--	1	0.0	1	0.0*
TOTAL	12,249	48.3*	13,123	51.7*	1	0.0	25,373	100.0*

*Rounding causes some percentages to appear to total incorrectly.

Table 10 displays the distribution of 1984-85 students by age and sex. The largest age group continued to be 24 and younger, and 70.4 percent of all students were younger than 35 years of age. The proportions of students under 25 and those over 54 declined slightly from those of the previous year. Age and numbers enrolled were inversely related (that is, as age increased, enrollment declined) except for the two oldest groups, a trend which continues from past years.

The ratio of males to females appeared to be correlated with age. As age increased, the proportion of male students declined as the proportion of females increased. The youngest age group contained considerably more males than females, but females outnumbered males in all groups over 24 years of age. This characteristic of the student population seems to be a constant one, as it surfaces year after year.

Almost two-thirds (64.8 percent) of the students enrolled were White, 20.4 percent were Black, 6.4 percent were Asian or Pacific Islanders, and 8.2 percent were Hispanic. The remaining 0.3 percent was comprised of Native Americans.

Table 11 shows the distribution of students by racial/ethnic designation for the years 1980-85. Note that for 1981-82, Southeast Asian Refugee as a separate category was eliminated. This accounts for the increase in Asian or Pacific Islander students from two percent in 1980-81. The proportions of Whites and Blacks among enrollees decreased slightly in 1984-85; the proportions of Hispanics and Asians increased slightly.

Table 11
Distribution of Students by Racial/Ethnic Designation

Race/Ethnic Group	1984-85 Number	1984-85 Percent	1983-84 Percent	1982-83 Percent	1981-82 Percent	1980-81 Percent
White	16,431	65	66	66	63	62
Black	5,169	20	21	18	19	23
Hispanic	2,071	8	7	7	6	8
Asian or Pacific Islander	1,626	6	5	7	9	2
Native Americans (Indians, Eskimos)	73	*	*	*	*	*
SE Asian Refugee	--	--	--	--	--	5
Race Not Available	3	*	*	2	3	*
TOTAL	25,373	100**	100**	100	100	100

*Less than 0.5 percent of total.
**Rounding causes some columns to appear to total incorrectly.

Racial/ethnic designations listed by sex revealed, for the fourth successive year, more Hispanic males than females and more White females than males. There were slightly more Native American males than females, and many more female Asians or Pacific Islanders than male. This matches the 1982-84 pattern but was not the case in 1981-82 for these two races. For the first time in recent years, females outnumbered males among Black enrollees.

A study which identified the current ABE target population in Pennsylvania (Hanniford, et al., 1980) reported Blacks to be 11 percent and Hispanics one percent of the ABE target population. The proportions of Black and Hispanic students remain substantially higher this year than their corresponding proportions in the target population. The proportion of Black students decreased but remained higher than during 1981-83. The proportion of Asian and Pacific Islander students returned to its 1981-82 high.

Recruitment

When asked to report their major reason for participating in an ABE program, 43.5 percent of the students responded that they wanted to get a diploma, a decrease of 1.8 percent. The proportion of students who enrolled to improve basic skills rose 2.7 percent during this reporting period, to 20.6 percent, and 13.0 percent enrolled to learn better English, an increase of 1.4 percent. Only 10.0 percent of the students enrolled primarily to improve job prospects, which is a decrease of 0.4 percent and much less than in 1981-82, when over 15 percent of the students enrolled for this reason. Lesser reasons for participation included 6.3 percent to qualify for a training program (decreased 1.5 percent) and 3.1 percent for social reasons (declined 0.7 percent).

ABE recruitment occurred through both formal and informal channels. Students found out about ABE programs most often (39.7 percent) through a relative, a friend, or another student, an increase of 1.5 percent from 1983-84. Human service agencies informed 10.5 percent of this year's students, and 13.0 percent of students found out via the media, a decrease of 2.7 percent and an increase of 0.3 percent respectively. School counselors were cited by 7.8 percent of the students as the way they found out about ABE programs, a decrease of 0.1 percent, and 7.1 percent of the students were referred by institutional personnel.

Separations

About 0.6 percent less students with 12 or more program contact hours separated prematurely this year than in the previous year. The program characteristics section of the report contains information about separations at each entry level.

Table 12 lists the primary reasons for premature separations for the years 1980-85. Release or transfer from an institution caused the largest proportion (15.0 percent) of the early separations in 1984-85. The second largest proportion of separations in 1984-85 was attributed to students' lack of interest. Students who separated early because of a lack of interest comprised 11.8 percent of this group. Although this proportion decreased 2.7 percent from that for 1983-84, it remained slightly higher than the proportion in 1981-82 and 1982-83. These two reasons have consistently ranked first or second for a decade. No other reason for separating changed more than one percent between 1983-84 and 1984-85.

Table 12
Primary Reasons for Premature Separations

	Separations					
	1984-85		1983-84	1982-83	1981-82	1980-81
Primary Reason	Number	Percent	Percent	Percent	Percent	Percent
Release or transfer from institution	1,174	15.0	13.5	13.4	13.2	11.2
Lack of interest	922	11.8	14.5	11.7	11.5	15.9
To enter another training program	496	6.3	5.4	5.4	5.4	5.6
Other known reason	471	6.0	5.0	4.6	4.9	7.8
To take a job	445	5.7	5.6	5.0	4.9	4.2
Family problem	376	4.8	4.4	5.2	5.0	4.0
Moved from area	370	4.7	5.0	5.2	5.6	4.6
Health problem	367	4.7	4.6	4.7	4.3	5.1
Met personal objective	321	4.1	4.6	4.5	9.7	9.2
Child care problem	316	4.0	3.2	3.7	3.1	2.7
Transportation problem	242	3.1	4.0	4.7	4.5	3.5
Time class/program is scheduled	236	3.0	2.7	3.2	3.3	4.0
To take a better job	116	1.5	0.9	0.7	0.9	1.2
Financial problem	77	1.0	1.7	1.7	1.3	0.5
Location of class	23	0.3	0.3	0.4	0.9	0.0
Information unavailable or missing	1,862	23.8	24.6	26.0	21.3	20.5

Many premature separations should not be viewed as failures; ABE programs had a positive impact on many persons despite their premature separations. For example, 17.6 percent of the students left programs early for the following reasons: to enter another training program, 6.3 percent; to take a job, 5.7 percent; met personal objective, 4.1 percent; and to take a better job, 1.5 percent. All employment-related categories (entry into another training program and acquisition of a job or a better job) increased to their highest point of this decade.

Reason for separation was unavailable for 23.8 percent of the students who left early. Obtaining more complete information traditionally has been difficult for ABE programs. Although this rate has declined from 26.0 percent in 1982-83, increased follow-up at the local level would produce better statewide survey data as well as provide programs with feedback from students who separated early. However, at times such follow-up information is not practical to retrieve; in many cases, the information is truly unobtainable.

Tabulation (by race, age, sex, entry level, and class location) of this year's data from students who separated early provided more specific information about the separation rate and reasons for separating. Examination of separation

by age group revealed that the rate of early separation decreased as age increased. This trend was also observed in the previous three years. The early separation rate ranged from 36.8 percent for those students who were 24 years old and younger to 13.0 percent of the students who were over 64 years of age. Some reasons for separating early seem to be correlated with age. For instance, the proportion of younger adults who mentioned moving, child care problems, and lack of interest was greater than that for other age groups, and the proportion of older adults who cited health and location problems and institutional release was greater than the proportion in the younger age groups. Separation caused by health problems also increased as age rose. Younger students (34 and younger) were more apt to separate due to entering other training. Among students over age 64, almost a third (32.2 percent) of early separations resulted from institutional release. Higher proportions of early separations to take a job and to take a better job occurred among students aged 45-54 than among other age groups.

The 1984-85 early separation rate for men was 5.2 percent higher than that for women, although men ranked only 3.3 percent higher than women in 1983-84 early separations. Some reasons for separation appeared to be indirectly related to the gender of the student. Since more men than women are found in institutions offering ABE programs, men predictably were far more likely than women to designate institutional release or transfer as a reason for separation. While 13.3 percent of the males separating early had lost interest in the program, only 10.2 percent of the females left for this reason. Males also cited schedule problems more often than females, and more women than men attributed their separations to problems with health, transportation, child care, or families. Finally, more men than women left the program to take a better job or to enter other training. Although in the past more men than women separated early to take a job after a period of unemployment, the proportions of men and women citing this reason in 1984-85 were identical.

The early separation rate within each racial/ethnic group ranged from 27.1 percent for White students to 40.1 percent for Hispanics. Whites and Blacks more often designated release or transfer from institutions as a reason for separating than did the other groups. Asian or Pacific Islander students and Hispanics most frequently indicated moving as the reason for leaving the program. The leading causes identified for early separation among Native Americans were health and lack of interest.

Early separations that occurred at each entry level were discussed in Table 8 of the Program Characteristics section of this report. ESL students' most frequent reasons for separating were moving, obtaining a job, and entering another training program. Beginning students (level 0-4) were most likely to leave because they were released or transferred from an institution, because they entered another training program, or because of lack of interest. Intermediate students (level 5-8) indicated being released or transferred from an institution, having a lack of interest, and obtaining a job as the reasons for their departure. Advanced students (level 9-12) who left early did so because of a lack of interest, because they obtained a job, or because of child care problems.

The early separation rate within each class location varied from 6.3 percent at business/work sites to 51.2 percent at four-year colleges. Programs operating at community centers showed the second lowest separation rate, 26.3

percent. Over one-third of the students attending classes at hospitals and correctional institutions left the program early, primarily due to release or transfer.

As expected, many participants in institutions cited release or transfer as the primary reason for early separation. Almost 86 percent of all students who left county prison programs early and nearly 69 percent of the early separations at hospitals stopped attending for this reason. Enrollment in other training programs was the reason cited more frequently (almost half of all cases) by students in institutions for the handicapped than by students taught at any other class location. Students from state correctional facilities left most often because of a lack of interest. Over 37 percent of the students for which the reason for separation was unavailable attended ABE classes at a junior high or secondary school, indicating that increased follow-up at these sites is necessary.

Completions

In 1984-85, 34.8 percent of all ABE students passed their entry levels. The rate of completion for each entry level is shown in Table 7 in the Program Characteristics section. Completion rates were analyzed to determine whether they varied by age, sex, racial/ethnic group, or class location.

Completion rates rose for the two youngest age groups and declined for the others. The completion rate ranged from 9.3 percent for the 65 and older age group to 36.1 percent for the 15-34 age group. The 16-24 age group had a completion rate of 35.9 percent; the 35-44 age group had a 35.8 percent rate. The 45-54 age group had a completion rate of 35.7 percent, and the 55-64 age group had a 30.4 percent rate. The completion rate for the 65 and older age group fell dramatically from the 33.4 percent rate of 1983-84 but remained significantly above the 4.9 percent rate in 1982-83. The low completion rate for the oldest group should be considered in the context that this group also has an early separation rate far lower than any other group.

The completion rate for males was 32.4 percent, and it was 37.1 percent for females. For the second consecutive year, this difference in completion rates has widened. Since 1983-84, the completion rate for males declined 1.9 percent while that for females rose 0.5 percent.

Racial/ethnic groups reported the following completion rates: Native American, 39.7 percent; White, 38.0 percent; Black, 31.9 percent; Asian or Pacific Islander, 27.6 percent; and Hispanic, 21.7 percent. Completion rates for the Black and Asian or Pacific Islander groups each increased from 1983-84, while the rates for the other three groups declined, but the ranking of the groups remained unchanged.

Completion rates also varied by class location, although less so than in the previous year. Each of the two types of class location which had the lowest completion rates in 1983-84 raised its completion rate in 1984-85. The completion rate at business/work places rose from 12.0 percent to 30.6 percent, at hospitals from 18.3 to 21.5 percent. At institutions for the handicapped, completions declined from 19.9 to 15.8 percent. Students reported as receiving most of their instruction in homes had a 19.7 percent completion rate in 1984-85, a significant rise compared with the previous year's 12.8 percent

rate. Completion rates at state correctional institutions declined from 49.7 percent in 1983-84 to 45.4 percent in 1984-85, while the rate at vocational-technical schools rose from 47.2 to 55.1 percent. The completion rate at secondary schools declined from 46.0 to 45.4 percent, while that at learning centers fell from 37.1 to 35.8 percent.

Impact Data

In addition to the frequency of completions, program accomplishments can be demonstrated through impact measures such as those listed in Table 13. For ease of comparison, the table also shows the major reason for participating in the program.

Nearly 69 percent of the 25,373 ABE students improved basic skills, 22.7 percent improved competency in consumer economics, and 5.7 percent of the students obtained jobs after having been unemployed. The percentage of students passing the GED test declined 0.5 percent from last year to 11.8 percent but remained 0.3 percent higher than in 1981-82. It is likely that a number of the 1,395 students who had not received the results of their testing when their data forms were submitted have also passed the test. Since the number of unknown GED test results is significantly higher than the number for the previous year, the apparent decline in the percentage of students passing the GED test may be illusory. Almost 6.4 percent of the students entered another educational or training program, and 12.0 percent were referred to other agencies for needed services.

Cumulative information is available for some items. Since 1972-73, at least 41,263 students who participated in the statewide program have passed the GED test, 15,974 have obtained a job or been upgraded to a better job, and 2,107 have received U.S. citizenship. In addition, 1,549 students have been removed from public assistance in the last four years. Since 1979-80, 1,249 students have received a driver's license. While these figures are cumulative, it is important to keep in mind that these figures reflect only the impact of the program on the students which has either been observed by, or reported to, the program sponsor during the program year in which the students have been enrolled. Impact that has been observed or reported at the local level after data forms had been submitted, or even months after the student left the program, has gone unreported. In other words, the nature of the data collection procedure used in order to fulfill federal reporting requirements makes it difficult to accurately assess the progress made by students once the program year has ended.

Table 13
Reason for Participating in
ABE Programs and Program Impact

Major Reason for Participating	Number of Students Participating for This Reason		Number of Students Reporting Impact Data	
	1984-85	1983-84	1984-85	1983-84
To get a diploma or certificate	11,029	12,686		
Passed the GED test			2,992	3,442
GED Test taken--results not received			1,395	1,343
Obtained a high school diploma			465	685
To improve basic skills	5,232	5,010		
Improved basic skills			17,463	19,529
Was grade 0-8 or ESL and learned reading, math and writing skills			3,990	3,431
To learn the English language	3,286	3,243		
Learned the English language			1,864	1,849
To improve job prospects	2,525	2,909		
Obtained a job			1,445	1,688
Obtained a better job or salary increase			400	374
Removed from public assistance			227	254
To qualify for a training program	1,595	2,180		
Entered another education/training program			1,622	1,949
Social reasons	799	1,053		
To improve competency in areas other than basic skills	277	266		
Obtained or improved competencies in:				
Government and law			4,621	5,144
Community resources			6,531	7,025
Consumer economics			5,755	6,881
Parenting			1,227	1,229
Occupational knowledge			5,940	6,619
Health care			2,333	2,581
Other			1,381	1,526
To help children with homework	110	114		
To obtain citizenship	74	51		
Received U.S. citizenship			40	45
To get a driver's license	21	23		
Obtained driver's license			84	103
Other	421	429		
Met personal objective			1,241	1,353
Voted for first time			108	152
Referred to another agency (not educational) for services			3,046	3,358
Not reported	4	28		
TOTALS	25,373	27,992	(a)	(a)

[a]Impact data totals to more than 100 percent due to multiple responses.

This year, 3,067 student forms (12.1 percent) reported no impact data. This is greather than the 10.6 percent for 1983-84 but remains an improvement over the proportion (14 percent) that was observed during the previous two years. It is likely that some of these students demonstrated successful program outcomes, but either the impact observed could not be adequately measured by the data collection instrument, or the impact occurred subsequent to the forms' submission. Unfortunately, the result remains a probable underestimate of the full impact at the statewide and local levels. Local staff members are strongly urged to complete the impact data section of every student's data form. In fact, if this section was left blank, the form was returned to the program sponsor to determine if it had been overlooked or if the form was intentionally left blank. In other words, no apparent impact was demonstrated, observed, or reported for any of these students unless forms arrived too late to permit their return for correction.

A comparison of impact items with students' reasons for participating provided a partial measure of goal attainment. Of the 4,141 GED students who stated that they attended classes to obtain a diploma, at least 1,223 passed the GED test and received the Commonwealth Secondary School Diploma, 597 had taken the GED examination but had not yet received their results, and 149 obtained a local high school diploma. Although these are not large numbers, it should be noted that it is characteristic of students who enroll in GED classes to set this as their major objective. However, most students are not functioning at the higher end of this 9-12 level, and hence do not obtain this objective as soon as might be expected. Instead, the student progresses until he or she eventually takes and passes the GED test. In addition, as indicated earlier, a number of students took the GED test and had not received the results at the time their data form had been submitted. Of the 5,232 students who stated that they attended classes to improve basic skills, 3,926 of them, or 75.0 percent did so. Of the 2,525 students who participated because they wanted to improve their job prospects, 286 had obtained a job, 51 had obtained a better job or salary increase, and 35 were removed from public assistance. Also, 350 of the 1,595 students who indicated that their reason for participation was to qualify for another educational or training program entered such a program. Finally, 17 of the 74 students who wanted to become U.S. citizens obtained their citizenship. As stated earlier, these figures probably reflect only a portion of goal attainment that actually occurred, since student objectives may have been met after their impact forms had been submitted.

Enrollees Not Meeting Requirements for Inclusion in the Federal Report

Enrollees with fewer than 12 program contact hours who did not report meeting their personal objective were not included in the main body of this report, since federal regulations specify an official student as one who has met these criteria. Although many of those in the resulting uncounted group were very early dropouts, 20.5 percent of them appeared to be serious ABE students who either needed fewer than 12 program contact hours to complete a level, or who enrolled near their program's end and were unable to receive 12 contact hours. Among the uncounted group, 7.5 percent were reported to have completed the level, while 13.0 percent reportedly continued at the same level.

The proportion of all persons enrolled in ABE programs in 1984-85 that did not meet the federal criteria to be included as students was 13.5 percent, as compared to 20.9 percent in 1983-84, 13.6 percent in 1982-83, and 9.2 percent

in 1981-82. This percentage includes 1,748 students for whom intake data, but not impact data, were received. The group of 3,199 persons for whom impact data were received generally resembles the population of students included in the main body of the report. The proportions on public assistance (25.8 percent) and those who were unemployed and available for work (48.2 percent) at the time they entered the program were slightly higher among the enrollees not meeting requirements for federal reporting than among enrollees meeting those requirements. As in the previous three years, the proportions of Black and Hispanic students were considerably higher in this group than in the student population, and the proportions of other groups were lower. More of these enrollees attended classes in community centers, vocational-technical schools, and colleges; fewer attended classes in correctional or health institutions, learning centers, and business or work locations. Single enrollees comprised a 3.7 percent larger proportion in this group. As in the previous year, proportionately more students reportedly enrolled to obtain a diploma than in the larger group. Less of these students enrolled to learn better English or to improve basic skills.

Although 79.5 percent of the 3,199 enrollees who had some impact data but could not be included were truly premature separations, the remaining 20.5 percent should not be labeled as such; 7.5 percent reported completing an instructional level and 13.0 percent remained at their entry level, generally enrolling near a program's end; at least 118 students (3.7 percent) passed the GED test, 36 others (1.1 percent) took the test but had not yet received their scores, 8 students received high school diplomas, and 109 (3.4 percent) entered other training or educational programs.

The reason for separating was available for 61.3 percent of the enrollees reported to have left the program early. Of these, 13.9 percent left because they lost interest, 9.1 percent separated due to a release or transfer from an institution, 4.9 percent had transportation problems, 4.7 percent had child care problems, and 3.2 percent left because of schedule problems. To take a job, or to take a better job or salary increase was cited by 5.3 percent of the students in this category. Impact items indicated that 33.9 percent of these enrollees improved their basic skills, and 7.0 percent were referred to noneducational agencies. Although these participants were not considered official students, it is important to recognize that local programs provided them with instructional and support services totaling at least 20,965 hours, which had a positive impact on many students. In comparison with the previous year, the 6.5 percent increase in service hours to nonreportable students despite the decline in the number of such students indicates progress toward retention of students.

Summary

Demographic characteristics this year were similar to past years for the 25,373 students who received 12 or more program contact hours or met their personal objectives in less than 12 hours. An additional 3,947 students enrolled but were not included in the main body of the report since they did not meet these criteria. The student population continued to be young, single, and nearly equally divided between males and females, with females slightly outnumbering their male counterparts. Almost 19 percent of the students had dependent children but no current spouse. Although most participants were

White, minority group members were represented in larger proportions in the student group than in the Commonwealth's adult population.

Most often, students indicated that obtaining a diploma was the reason they were participating. A student found out about the ABE program more often from a friend, a relative, or another student than from other sources. Human service agencies, although a lesser referral source than in the past, referred 10.5 percent of the students. Among the 11,641 students who were unemployed and available for work at the beginning of their program, 1,095 (9.4 percent) reportedly obtained jobs by the end of the program.

Among students eligible for federal reporting, 0.6 percent less separated prematurely this year than in the previous year. Reasons for early separation were similar to those of previous years, with the largest numbers citing institutional release or transfer and lack of interest. Of these students, 17.6 percent reported positive reasons for separation. Both the separation rate and reasons for separation appeared to be correlated with age, sex, racial/ethnic group, and class location, continuing a trend of prior years. The completion rate also varied with each of these factors.

Although impact data collected in this fashion are not complete, they can be used to demonstrate to a great extent the effect of the program on its students. A large proportion of the students reported an improvement in basic skills and increased competencies concerning community resources, consumer economics, and occupational knowledge. In addition, a number of students, and therefore their dependents, were removed from the public assistance rolls, and a number of students obtained a job or a better job.

STAFF CHARACTERISTICS

Staff members from every ABE program were asked to complete the Staff Data Form shown in Appendix A. These forms provide information about each staff member's position in the local program and professional data including educational and employment background. Staff members from all 210 Section 306 programs and from the 16 Section 310 projects directly serving students returned a total of 2,198 forms this year. In the following discussion, this total remains constant for 1984-85, but totals for years earlier than 1983-84 sometimes vary slightly due to nonresponse of some staff members to some data items.

The number of staff positions reported this year increased 8.4 percent over last year. This increase brought the number of staff to its highest point since 1976-77. However, the increase in staff numbers results almost entirely from the growing use of part-time staff and volunteers; the percentage of paid staff numbers has steadily declined for six years, and only once in the past decade was the number or percentage of full-time staff lower than in 1984-85.

Program staff in 226 programs this year totaled 2,198 including volunteers compared to 2,028 in the 226 programs in 1983-84 and 2,000 in 236 programs in 1982-83. The average number of staff per program for each of the last five reporting periods was nine. In all years, the actual number of distinct and separate staff persons is lower than reported, since individuals working with more than one program were asked to submit a data form for each program. The reported number of staff persons always somewhat exceeds the actual number of positions because any personnel replacement during the year adds to the number of personnel. There was a decrease in the ratio of students to staff members, from 14 to 1 in 1983-84 to 12 to 1 in 1984-85. The ratio of students to staff in 1980-81 was 19 to 1, in 1981-82 it was 16 to 1, and in 1982-83 it was 15 to 1. This steady decline results almost entirely from the increasing number of tutors, most of whom deal with only one or two students per year.

Only 3.2 percent of the staff members were full-time, a decrease of 0.4 percent from 1983-84. The growing proportion of volunteers reduced the mean weekly hours to 6.1 per staff member. There were 751 volunteers reported this year (an increase of 21.5 percent) compared to 618 in 1983-84, 503 in 1982-83, 369 in 1981-82, 162 in 1980-81, and 12 in 1979-80. Most volunteers were working at the beginning (0-4) level, and with literacy councils which operated Section 306 funded ABE programs. As more nonprofit agencies offer Section 306 funded ABE programs and local educational agencies expand their linkage systems, the number of volunteers will probably continue to increase, as it has the past five years. Local program administrators are encouraged to submit a Staff Data Form for each volunteer. Table 14 shows the past five years' rapid increase of volunteers and a continuing eight-year trend of declining numbers of paid staff.

Primary Staff Functions

Program personnel indicated which staff positions they held. If they performed duties of more than one position, program staff ranked their positions according to the amount of time spent in each one. The proportion of each category among paid staff members was similar to other years, with the exception that between 1983-84 and 1984-85 the proportion of teachers rose 1.3 percent and the proportion of counselors fell 1.6 percent. The proportion of teachers

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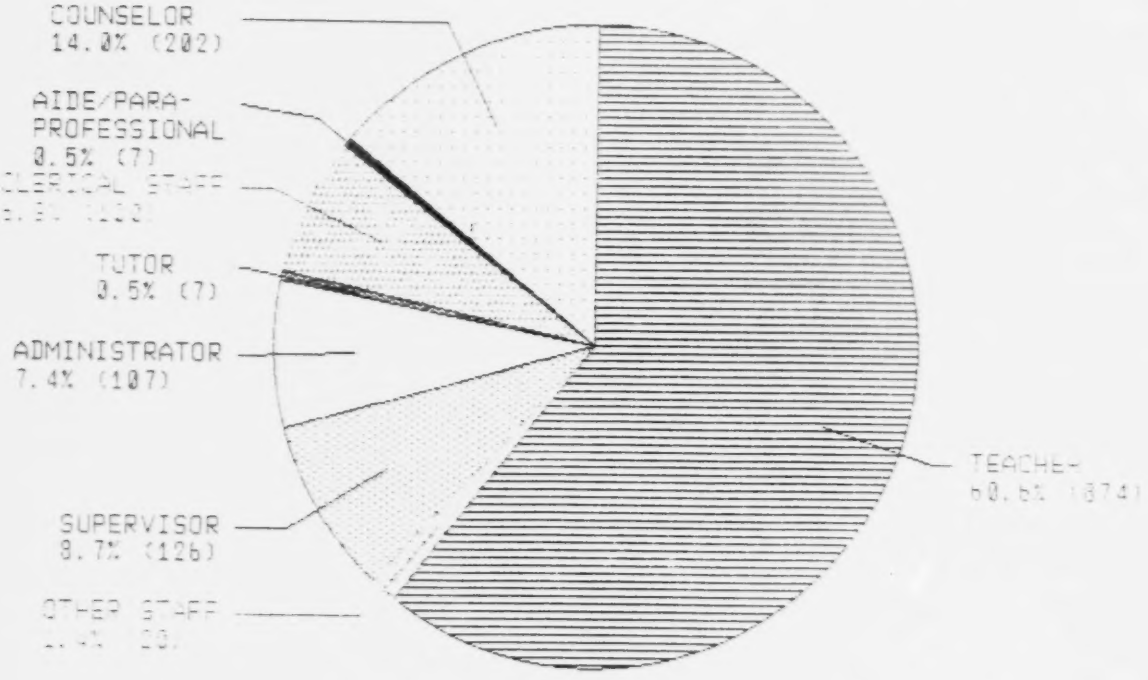
among paid staff rose from 59.3 percent to 60.6 percent; counselors declined from 15.6 percent to 14.0 percent. Also, a definitional change shifted some persons from the administrator category to supervisor. The primary positions of paid staff members reported are shown in Figure 3.

Figure 3
Primary Positions of ABE/GED 1984-85 Paid Staff



1,443 Paid Staff

At least 256 staff members, or 11.6 percent, held two or more positions within a single program; 52 persons held at least three positions, nine reported that they carried out at least four responsibilities, and three reported five separate functions. Again this year, counseling was the secondary function cited most often; supervising and teaching were next in frequency of mention as secondary functions.

Table 14 shows the distribution of 1984-85 staff members by primary job function and employment status, as well as the total group employment status for the past eight years. Nearly 97 percent of the program personnel reported that they worked part-time (i.e., fewer than 30 hours per week). However, more than the indicated 3.2 percent of staff members may have been full-time. Some staff were associated with two or more programs; these persons divided their total weekly hours among the programs with which they worked, thereby entering this analysis as two or more part-time staff members. Nevertheless, most ABE programs operated on a part-time basis with part-time staff.

Table 14
Full- and Part-Time Status* of 1984-85 ABE
Staff and Comparison With Previous Years

Primary Staff Function	Full-Time Paid		Part-Time Paid		Volunteer		TOTAL	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Administrator	3	2.7	104	93.7	4	3.6	111	100.0
Supervisor	5	3.9	121	94.5	2	1.6	128	100.0
Teacher	47	5.3	827	94.0	6	0.7	880	100.0
Counselor	4	2.0	198	97.5	1	0.5	203	100.0
Aide/Para-professional	4	22.2	7	38.9	7	38.9	18	100.0
Tutor	0	0.0	7	1.0	727	99.0	734	100.0
Clerical Support	6	6.0	94	94.0	0	0.0	100	100.0
Other Staff	1	4.2	19	79.2	4	16.7	24	100.0**
TOTAL 1984-85	70	3.2	1,377	62.6	751	34.2	2,198	100.0
TOTAL 1983-84	72	3.6	1,338	66.0	618	30.5	2,028	100.0**
TOTAL 1982-83	77	3.9	1,406	70.8	503	25.3	1,986	100.0
TOTAL 1981-82	62	2.9	1,701	79.8	369	17.3	2,132	100.0
TOTAL 1980-81	97	5.0	1,696	86.8	162	8.3	1,955	100.0**
TOTAL 1979-80	77	4.7	1,538	94.5	12	0.7	1,627	100.0**
TOTAL 1978-79	170	8.1	1,929	91.6	8	0.4	2,107	100.0
TOTAL 1977-78	204	9.7	1,883	89.9	8	0.4	2,095	100.0
TOTAL 1976-77	139	5.9	2,164	92.5	36	1.5	2,339	100.0**

*Staff members were considered full-time if they worked 30 hours or more per week in a single ABE program.
**Rounding causes some lines to appear to total slightly over or under 100 percent.

Before 1980-81, most of the volunteers were administrators or supervisors, but in that year and again in 1981-82, the majority of volunteers were in the "other" category. With the institution of the "tutor" category in 1982-83, the majority of the volunteers shifted from these categories. A total of 734 staff indicated that they were tutors. This constitutes an increase of 34.7 percent from the 545 tutors in 1983-84. Most tutors (99.0 percent) are volunteers, and tutors constitute 96.8 percent of the total number of volunteers.

Although most staff members were paid at least partially from federal ABE funds, some received compensation entirely from other sources; 62.6 percent received ABE funds, 3.3 percent were paid from other sources, and 34.2 percent were volunteers. Administrators represented 43.1 percent of those paid from other funds, a decrease of 6.9 percent from the previous year, but the percent of the paid administrators who received no federal ABE funds rose from 16.6 percent in 1983-84 to 29.0 percent in 1984-85.

Compensation

Table 15 includes information about staff compensation from 1980 through 1985. The table shows the range in hourly compensation this year, the average rate of change since last year, and a comparison of average hourly wages since 1980. Reported compensation this year ranged from $3.35 to $31.14 per hour for part-time staff members and from $4.23 to $26.74 per hour for full-time staff.

Table 15
Staff Compensation

Staff Category	Range in $/Hour 1984-85	Average $/Hour 1984-85	1983-84	1982-83	1981-82	1980-81	Percent of Change 1983-84 to 1984-85
Administrator							
Full-Time	6.61-12.15	9.42	12.19	6.58	8.58	7.72	-22.7
Part-Time	5.00-27.04	14.01	12.05	12.77	11.18	10.82	+16.3
Supervisor							
Full-Time	6.00-18.79	12.36	15.92	17.10	12.63	11.90	-22.4
Part-Time	4.83-19.06	12.09	11.54	11.33	11.46	10.69	+4.8
Teacher							
Full-Time	5.00-26.74	14.18	14.02	11.28	11.81	10.25	+1.1
Part-Time	3.50-31.14	10.91	10.76	10.07	10.14	10.01	+1.4
Aide/Paraprofessional							
Full-Time	5.53-7.32	6.56	7.06	---	---	4.56	-7.1
Part-Time	3.35-5.00	3.91	7.23	---	---	7.05	-45.9
Tutor*							
Full-Time	----	---	---	---	---	---	---
Part-Time	3.35-7.50	6.21	6.64	---	---	---	-6.5
Counselor							
Full-Time	4.76-22.36	12.61	11.77	11.77	11.47	13.74	+7.1
Part-Time	4.17-24.91	10.91	10.52	10.32	10.16	9.28	+3.7
Clerical							
Full-Time	4.23-11.31	7.17	6.88	5.89	6.62	5.93	+4.2
Part-Time	3.35-16.22	5.65	5.41	5.10	5.10	5.89	+4.4
Other							
Full-Time	14.94-14.94	14.94	6.99	13.47	10.52	5.10	+113.7
Part-Time	3.35-20.83	9.66	6.25	8.08	5.76	6.43	+54.6

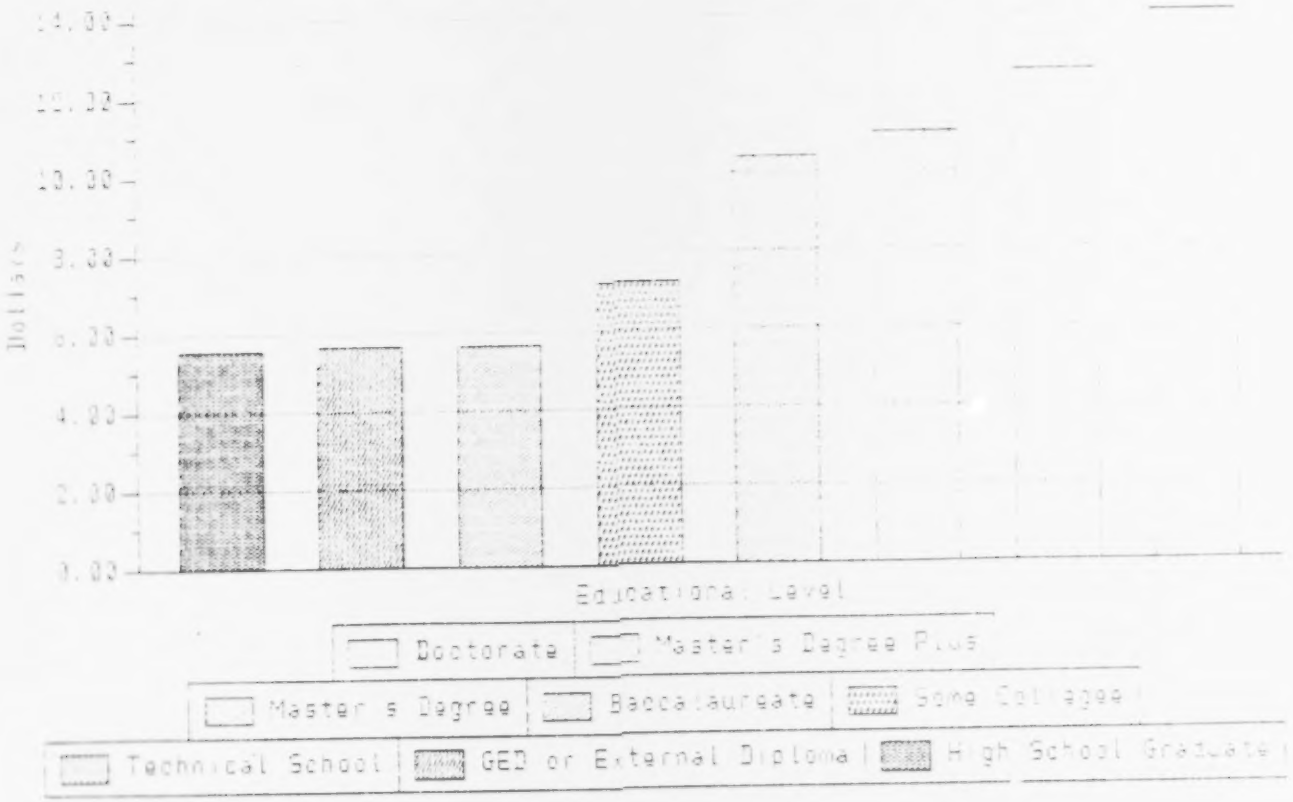
*Until 1982-83, tutors were listed as part-time teachers, aides, or "other."

Average compensation rose for ten groups and fell for five others. Average pay for counselors and "other" (miscellaneous) and for part-time supervisors and administrators rose significantly; compensation for clerical staff and teachers rose slightly. Average pay declined somewhat for part-time tutors and significantly for paraprofessionals and for full-time supervisors and administrators. However, among the groups with large changes in compensation rates, only the part-time supervisors and administrators have significant numbers of staff.

The average hourly rate of pay also closely reflected the highest educational level attained. As was the case in the past two years, there is a close, but imperfect relationship, as shown in Figure 4. For each group with a baccalaureate degree or higher, the 1984-85 average hourly pay rose from the 1983-84 level; for each group with a lower educational level, average hourly compensation was less in 1984-85 than in the previous year.

Figure 4

Average Hourly Pay Rates by Educational Level



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Demographic Data

As in other years, the majority of staff members were between 25 and 44 years of age, with 61.0 percent of the 1984-85 group in this age cohort. The proportion of program personnel who were over 44 was 33.9 percent. The fact that these two percentages for 1983-84 were 62.0 and 32.1 indicates an overall aging of ABE staff.

Table 16 compares staff distributions by race and sex for the past nine years. For four of those years, 58 percent of staff members were male and 42 percent were female. Since 1980-81, the proportion of females has increased from 47 percent to 59 percent. There has been a 17 percent decrease in the proportion of male staff members since 1979-80. The proportion of White staff members has declined slightly for the fifth straight year. The proportion of Blacks rose slightly from the 1983-84 level, and the proportion of other racial or ethnic minorities remained at the 1983-84 level. Hispanics comprised 1.3 percent of the total ABE staff in 1984-85.

Table 16
Distribution of Staff by Sex and Race

Academic Year	Sex		Race		
	Male Percent	Female Percent	White Percent	Black Percent	Other Percent
1984-85	41	59	87	11	2
1983-84	43	57	88	10	2
1982-83	45	55	89	10	1
1981-82	47	53	90	8	2
1980-81	53	47	91	8	1
1979-80	58	42	92	5	3
1978-79	58	42	90	7	3
1977-78	58	42	92	6	2
1976-77	58	42	90	7	3

Almost 42 percent of all reporting staff members and almost 60 percent of the staff professionals (administrators, supervisors, teachers, and counselors) held a master's or higher degree. The total percentage represents a slight decline and the "professional" percentage a slight increase from the 1983-84 rates of 43 percent and 59 percent respectively. Table 17 shows the number and percentage of each staff category within each degree level.

Table 17
Highest Educational Levels Reported by Staff in Each Category

	Admin.		Superv.		Teacher		Counselor		Aide		Clerical		Tutor		Other		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
High School Student	--	--	--	--	--	--	--	--	--	--	--	--	3	0.4	--	--	3	0.1
High School Grad	--	--	--	--	--	--	--	--	3	16.7	57	57.0	153	20.8	5	20.8	218	9.9
GED or External Diploma	--	--	--	--	2	0.2	--	--	--	--	6	6.0	14	1.9	4	16.7	26	1.2
Technical School	--	--	--	--	--	--	--	--	--	--	4	4.0	6	0.8	--	--	10	0.5
Some College	6	5.4	2	1.6	9	1.0	6	3.0	7	38.9	24	24.0	171	23.3	4	16.7	229	10.4
Bachelor's Degree	19	17.1	29	22.7	427	48.5	29	14.3	5	27.8	5	5.0	274	37.3	5	20.8	793	36.1
Master's Degree	11	9.9	18	14.1	206	23.4	46	22.7	2	11.1	4	4.0	66	9.0	4	16.7	357	16.2
Master's Degree Plus Coursework	63	56.8	74	57.8	225	25.6	111	54.7	--	--	--	--	27	3.7	2	8.3	502	22.8
Doctoral Degree	12	10.8	5	3.9	11	1.3	11	5.4	1	5.6	--	--	20	2.7	--	--	60	2.7
TOTAL	111	100.0	128	100.0*	880	100.0	203	100.0*	18	100.0*	100	100.0	545	100.0*	24	100.0	2,198	100.0*

*Rounding causes some columns to appear to total slightly under or over 100 percent.

As expected, the professionals show a concentration at the higher education levels, and a majority of the paraprofessionals and support staff are below the college degree levels. The "tutor" category covers all degree levels. Over 53 percent of the volunteers held one or more degrees. Additionally, almost 23 percent had some postsecondary education. Those staff members reporting they are teachers with less than a baccalureate degree are likely to be volunteer tutors instead. Over 71 percent of the staff members whose highest educational level was a high school diploma were volunteers, and over half of those staff members at each of the other educational levels below a bachelor's degree were volunteers.

As in the past, most staff members had worked a limited time with the adult education program. The proportion of staff members who had worked in adult education less than five years continued to increase, from 70.6 percent in 1983-84 to 71.2 percent of the 1984-85 staff members. The proportion of program staff who have worked six to ten years decreased 0.1 percent to 17.0 percent, and the proportion that worked 11 to 15 years fell 0.2 percent to 7.4 percent. About 4.4 percent of the staff members reported having worked with adult education more than 15 years, a decrease of 0.3 percent. Almost one third (32.3 percent) of all staff started the 1984-85 year with less than a year of prior ABE work. The decline in staff's years of experience results largely from the increasing proportion of volunteers. At the beginning of 1984-85, 61.7 percent of the volunteers had worked less than a year in ABE and 98.9 percent less than five years. Although 95.6 percent of the volunteers reported less than three years of ABE experience at the beginning of the year, the experience level of volunteers rose from the previous year, when 69.0 percent reported less than a year of experience.

Almost one fifth (19.2 percent) of all staff members reported having taken courses for credit in adult education; 4.1 percent had taken four or more courses in adult education, but only 1.0 percent report having a degree in adult education.

In-Service Training

Staff members were asked to report the number of hours spent in locally sponsored in-service training sessions. Table 18 shows the number in each staff category attending local staff training sessions and percentages which represent the proportion of persons in each primary function staff category who reported attending these sessions. The table also shows the average number of hours these persons spent in training. More than half (52.7 percent) of the staff members reported attendance at local training sessions, a 1.0 percent increase from 1983-84, but far below the 78.3 percent mark enjoyed in 1980-81.

Table 18
Staff Attendance at Locally Sponsored
In-Service Training Sessions

Staff Category Reported as Primary Function	Attendance		
	Number	Percent of Staff Category	Average Hours of Training per Participant
Administrator	55	49.5	7.7
Supervisor	68	53.1	7.8
Teacher	507	57.6	4.7
Counselor	106	52.2	4.0
Aide/Paraprofessional	14	77.8	7.9
Clerical	25	25.0	7.7
Tutor	376	51.2	4.0
Other	7	29.2	15.0
Total Staff	1,158	52.7	4.9

All staff categories except administrators, clerical staff, and "other" (miscellaneous) showed increases in the proportion of staff members attending local in-service training in 1984-85 from the previous year. The largest proportional decrease occurred among administrators, where the percentage dropped from 61.5 to 49.5. Participation by aides rose from 52.6 percent to 77.8 percent. Caution should be used when considering these data since some frequencies are small in number and the proportions can be greatly influenced by small changes. The average time spent in training decreased this year from 5.8 to 4.9 hours. The figure was 5.6 in 1980-81, 6.1 in 1981-82, and 5.1 in 1982-83. Four of the eight staff categories (supervisors, paraprofessionals, clerical, and other) had significantly more hours of training per participant in 1984-85 than in 1983-84. The increased number of trainees and the decreased length of in-service training indicate a wider distribution by program administrators in the provision of in-service training and probably reflects the general tightening of budgets despite the goal of increased availability of in-service training.

Table 18 does not reflect the full extent of participation in staff development activities, as these data represent only attendance at local workshops. In addition, 328 reportedly attended regional workshops or training sessions, 296 participated in Pennsylvania's annual Midwinter Conference on Adult Education, and 56 participated in other training related to ABE. Thus, the reported amount of staff development is understated because it does not include these workshops or any outside courses staff members may have taken.

Summary

Information received from 2,198 staff members in 1984-85 reflected an increase in staff of 8.4 percent from 1983-84, but both the number and the proportion of paid staff continue to shrink as the number of volunteers continues its rapid growth. The ratio of students to staff dropped from 14 to 1 in 1983-84, to 12 to 1 in 1984-85. For the fourth straight year, female staff members outnumbered male staff. Among paid staff, the proportion of teachers

increased 1.3 percent; the proportion of counselors declined 1.6 percent. Average hourly wages increased significantly for counselors and "other" (miscellaneous) staff and for part-time supervisors and administrators; average pay declined significantly for paraprofessionals and for full-time supervisors and administrators. As in the past, full-time personnel tend to receive higher hourly compensation than that of part-time staff, although this pattern reverses for administrators. Average pay for staff with a baccalaureate degree or higher rose in proportion to the educational level; average compensation for staff at each educational level below the baccalaureate declined since the previous year.

Nearly all the staff members were part-time, had little formal adult education training, and had been associated with the ABE program for less than six years. These factors, together with the increasing variety and quantity of adult education curricula, indicate a need for continued staff development. Effective in-service training can help to maintain awareness of current materials and techniques for working with adult students.

PROGRAM NARRATIVE

In addition to the quantitative student and staff data described thus far, ABE program administrators provided qualitative data about their programs in a number of areas. Among these areas are: 1) advisory groups, 2) methods of increasing enrollments and/or retention rates, 3) the availability of support services, 4) service to special groups, 5) materials and curricula for adult functional competency, 6) special delivery systems and/or innovative projects, 7) major problems and successes and, 8) methods used to determine participants' educational functioning levels. This information was obtained from the Program Data Form found in Appendix A.

Advisory Groups

Although local programs are not required to have advisory councils, the Pennsylvania Adult Education State Plan suggests their use, and in 1984-85, 44.0 percent of the programs' directors reported that their programs had such committees. In the previous year 35.1 percent of the programs reportedly had advisory councils. A steady growth in the use of advisory councils has occurred since 1981-82, when the percentage was 30.4.

Recruitment/Retention

Table 19 shows the extent to which programs had undertaken specific measures to increase enrollments and/or retention rates. Although all five measures were used to some extent, flexible scheduling of classes (convenient class schedule, open entry classes, etc.) was in greatest use by both the community-based and institutional programs to increase enrollments/retention, with 94.7 percent of the programs reporting some or very much use of such measures. Convenient location of classes was in the next widest use for institutional programs, while referral agreements with other agencies ranked second among community-based programs. This trend continued from previous years. Some of the agencies or institutions with which the ABE programs had referral agreements included local school districts, JTPA, the Office of Vocational Rehabilitation, the Bureau of Employment Security, senior citizen centers, the Department of Public Welfare, local industries, drug and alcohol rehabilitation programs, community groups, literacy councils, churches, and institutions of higher education. Administrators of 83.7 percent of the year's programs listed one or more agencies with which their programs worked; 11.5 percent listed at least 10 agencies, 1.9 percent listed at least 20, and one program listed 55 cooperating agencies.

In addition, many directors reported the use of efforts other than the five given in Table 19 to increase enrollments/retention. Typical measures have included using assorted types of advertising and public relations, taking field trips, having guest speakers, providing job placement counselors, awarding diplomas, calling students who are absent, providing individualized instruction, and providing tutors or other support services. Below are six examples of efforts undertaken to improve enrollment and retention rates:

> During the "classification" process at the prison, we inform all new commitments of the availability of the Adult Basic Education Program. Schedules are also posted in all Housing Units.

By making other in-house services available to students, attendance has improved. Through referrals, some students have been able to continue their education in other institutions, others have found jobs.

Many of our students find out about our program through newspaper articles and from former students. Our enrollment has been growing each year. We schedule our classes in two three-month semesters.

Car pooling works extremely well. [We] placed ads on social organizations' bulletin boards.

Our local radio station provides us with free public service announcements. Local community based organizations and agencies are actively involved in referral and service. Due to follow-up activities (phone, mail) many drop-outs return to the program. Bulk mailings to local businesses have resulted in increased enrollments. This year the ABE booklet sent by the PDE was distributed to legislators and key administrators.

Newspapers are cooperative and bring considerable response. Radio brings some response but often beyond our target area so we refer them to other programs. Counseling has been very helpful in attracting and holding people. Flexible scheduling is very important. We do as much flexible scheduling as possible. Class locations are also for the convenience of students not staff.

Table 19
Measures Taken to Increase Enrollments/Retention

Measures Taken	Response Option*	Institutional Programs N	Institutional Programs %	Community-Based Programs N	Community-Based Programs %	All Programs N	All Programs %
Flexible scheduling of classes	Very Much	34	72.3	96	59.3	130	62.2
	Somewhat	12	25.5	56	34.6	68	32.5
	Very Little	1	2.1	4	2.5	5	2.4
	Not at All	0	0.0	4	2.5	4	1.9
Referral agreements with other agencies, organization or individuals	Very Much	19	40.4	85	52.5	104	49.8
	Somewhat	15	31.9	67	41.4	82	39.2
	Very Little	4	8.5	6	3.7	10	4.8
	Not at All	9	19.1	3	1.9	12	5.7
Convenient location of classes	Very Much	31	66.0	72	44.4	103	49.3
	Somewhat	5	10.6	66	40.7	71	34.0
	Very Little	2	4.3	12	7.4	14	6.7
	Not at All	7	14.9	10	6.2	17	8.1
Public relations campaign	Very Much	6	12.8	79	48.8	85	40.7
	Somewhat	22	46.8	70	43.2	92	44.0
	Very Little	9	19.1	12	7.4	21	10.0
	Not at All	9	19.1	0	0.0	9	4.3
Provision of support services	Very Much	8	17.0	28	17.3	36	17.2
	Somewhat	16	34.0	71	43.8	87	41.6
	Very Little	1	2.1	43	26.5	44	21.1
	Not at All	21	44.7	17	10.5	38	18.2
Other specific measures*	Very Much	10	21.3	15	9.3	25	12.0
	Somewhat	5	10.6	13	8.0	18	8.6
	Very little	2	4.3	4	2.5	6	2.9
	Not at All	0	0.0	0	0.0	0	0.0

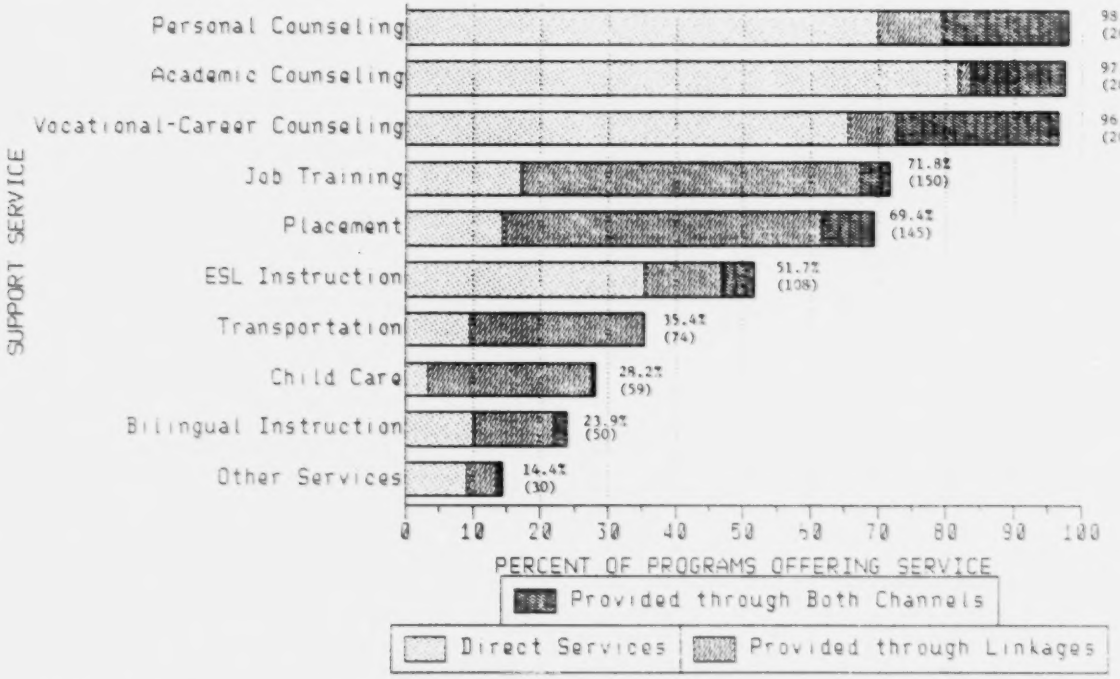
*Responses which totally omitted identification of the measure(s) addressed as "other" are excluded from the figures for "other specified measures."

Availability of Support Services

Figure 5 shows the support services provided by the ABE/GED programs in 1984-85. Directly or through linkages, the greatest proportion of the programs (98.1 percent) provided personal counseling. Vocational counseling was provided by 96.7 percent of the programs and 97.6 percent provided academic counseling. These figures indicate increases in the distribution of programs which provided each type of counseling. These increases more than compensate for the previous year's very slight decreases. The previous two years' trend toward increasing percentages of programs affiliating job training and placement services continued

with increases of 4.7 percent and 0.8 percent respectively among 1984-85 programs. The percentages of programs with each of the other types of support services available also increased in 1984-85. Availability of ESL instruction increased 1.3 percent, bilingual instruction 0.7 percent, transportation 7.8 percent, and child care 0.6 percent. As in the previous year, students in the 1984-1985 programs received an average of 3.3 hours of counseling and other non-instructional services.

Figure 5
Support Services Provided to Students



Service to Special Groups

The institutional programs, by definition, serve special target populations. Among the types of students these programs serve are the handicapped, elderly, incarcerated, and least educated. These students were served by 146 classes in 47 programs. In addition, almost 93 percent of the 162 community-based programs reported efforts to serve (increase enrollments, provide support services, etc.) special groups - slightly less than the proportion observed in the previous reporting period. Almost 49 percent of the community-based programs listed more than one type of effort or target population. The most frequently mentioned efforts continued to be the establishment of linkages with other agencies or organizations to provide support services and referrals, and the targeting of public relations and recruitment campaign to special groups. Other efforts that have been used to help serve target populations include delivery system variations such as individualized instruction, small group instruction, and multi-level instruction. Other provisions include transportation, accessible class sites, and volunteers. All of the ESL classes serve limited English-speaking adults; many programs too small to provide separate ESL classes incorporate some limited English-speaking adults into regular ABE classes. The following descriptions of special efforts in these areas were provided by four community-based programs:

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One of [the] classroom sites this year was at the County Area Agency on Aging -- a class for senior citizens. [We have] a working agreement with Migration and Refugee Services. We share and exchange students. They offer volunteer instructors for ESL classes. With their help we were better able to serve the ESL population in this area.

Announcements have been placed in public places frequented by limited English-speaking adults and have encouraged enrolled students to bring new students.

Our programs at night school include those for adult handicapped/retarded; [we are] beginning classes for foreign speaking adults and scheduling GED testing to accommodate hard of hearing, shy, and cases where group testing would suppress scores.

We provided intense 2 on 1 instruction for our slowest and least educated adults. This gave them additional help and gave them a feeling of success. This instruction was provided once a week for an hour in a team teaching arrangement.

These descriptions demonstrate the ways in which some program sponsors help students in need.

Materials and Curricula for Adult Functional Competency

Local ABE programs are not required to implement adult functional competency curricula. However, the Division of Adult Basic Education strongly urges that they do so to enable all adults to acquire the basic skills necessary to function in society. This need is illustrated by the adult functional competency assessment which was conducted in Pennsylvania in 1979. That study showed that Pennsylvania had proportionately about 10 percent more adults who were functionally incompetent than the nation as a whole. More specifically, the study indicated that approximately 29.8 percent of the adult population in Pennsylvania (2.64 million adults) had "a lack of competence which constitutes a substantial impairment of their ability to get or retain employment commensurate with their real ability."[1] Another 23.5 percent of the adult population at that time, or a projected 2.09 million adults, were identified as marginal in ability to function effectively in society.

All ABE programs deal with the basic skills, such as reading, writing, speaking and computing, needed to function effectively as adults and in that sense all incorporate adult functional competency curricula. In addition, 71.0 percent of the ABE programs and 72.3 percent of the GED programs reported use of functional competency materials and/or curricula. Many of these programs used teacher-made materials, newspapers, magazines, and other materials from daily life, such as menus, phone books, job application forms, IRS forms, and classified ads in teaching life skills. A wide variety of texts and instructional materials from a long list of publishers were also used to teach functional competency skills. Some of the most frequently mentioned publishers were Steck-Vaughn, Cambridge, Contemporary Books, Science Research Associates (SRA), McGraw-Hill, Laidlaw Brothers, Follett, Continental Press, Harcourt Brace Jovanovich, New Readers Press, and Barnell Loft.

Special Delivery Systems/Innovative Projects

Almost 49 percent of the administrators of the programs funded under Section 306 of the Adult Education Act in 1984-85 reported that their programs had undertaken special delivery systems and/or innovative projects. All, however, were not necessarily new systems or projects undertaken during the past year.

A number of administrators reported that their programs had undertaken innovative projects funded under Section 310 of the Adult Education Act (Special Experimental Demonstration and Teacher-Training Projects). A description of all projects funded under Section 310 in 1984-85 can be found in Appendix D. More information is available from AdvancE, the adult education clearinghouse in Pennsylvania.

Innovative teaching methods and/or curricula were mentioned by many program directors who described special delivery systems. Individualized instruction was accomplished through a variety of tools and techniques, including computers, audiovisual equipment and materials, individual education programs (IEPs), volunteer tutors, and peer tutors. Curricular innovation and expansion included special activities such as field trips, social events, guest speakers, and incorporation of a variety of special topics. Typical remarks concerning instructional methods, curriculum, and personnel restructuring follow:

> The Math Curriculum for 0-4 Level Students developed through 310 funds was used in our ABE classes this year. It combined commercially prepared texts as well as teacher made materials to help develop the skills of the 0-4 level students in areas number recognition and counting, telling time, measurement, money recognition, and simple computation. It helped prepare the 0-4 level student for life in the community upon discharge from the institution. The community residences where these people now live are pleased with the skills gained through the use of this curriculum and have requested copies for use with others who have not had the opportunity to use it.

> Consumer and employment teaching and demonstrations were used by teachers as educational tools, utilizing local individuals.

> Our ESL class has utilized devices which we refer to as listening boxes. Each "box" has nine headsets and is attached to a cassette recorder. All students are given the opportunity to listen to a pre-recorded tape for at least 1 1/2 hours. We also use the materials and facilities of the Technical High School Guidance Department.

> Letters were sent to all who participated in our GED programs this year for purposes of follow-up and to invite them to a week-long job-search workshop. The workshop, which began June 24, has 26 people enrolled.

---

[1] A Needs Assessment of Adult Basic Competencies in Pennsylvania. Southwest Educational Development Laboratory, Austin, Texas. August, 1979, p. 77.

(1) Homestudy program with Dial-A-Teacher services and ABE/GED materials delivered via the local library and bookmobile; (2) Special 310 Project Student Stories which developed experience related reading materials for ABE students; (3) Special 310 Project Job Search for Non-Readers which developed job search materials for 0-4 level ABE students; (4) Arranged for two severely handicapped individuals to be transported to class via a local nursing home van.

Computer instruction was introduced to the GED classes. On a regular basis the English class was held in the computer room. Students were given basic instruction on the use of the terminal. The instructor then, through his master terminal, provided instructional programs in grammar, spelling, and proper English usage to the individual student terminals.

We held our first annual Graduation and Awards Ceremony which presented our program in a totally positive light to the community. People from all sections of the area served and various occupations and professions were present to share in this spotlight on our program. The expression, "We really see our tax dollars doing very excellent work," was heard repeatedly-a feather in the cap of our teachers and leaders in local, state and federal education departments. Some students enrolled in regular night school classes such as typing and computer literacy to supplement the work in GED classes and vice-versa!

Peer tutoring is a project that has worked in the past and continues to work, especially when classes are large. Classes are structured into three different phases: 1) class instruction as a whole; 2) individual instruction; and 3) peer tutoring which has been extremely helpful. Students who are able to achieve are anxious to help their fellow students. It has also been my experience that those being helped will ask questions of their peers, because of their one to one approach. Materials that are covered in class are sometimes given to a family member who in turn helps the student.

Many linkages and/or coordination efforts extended barely beyond the use of guest speakers or they provided merely recruitment assistance, but many linkages included much more elaborate cooperation. For instance:

This year students were transported to the local high school in order to develop computer literacy competencies as well as a vehicle to attain functional competency levels in math and English. Individualized remediation on the computer also enabled the instructor to assist some of the adult learners progress from APL level 1 to APL level 2.

We spent an evening at the local library. The library staff provided an orientation which our staff followed up. Over 15 students got library cards that evening or soon after.

Major Problems

Table 20 shows the past six years of ABE program directors' responses to the statement, "Describe the major problems encountered during this program." Insufficient funding continued for a sixth successive year as the most often cited major problem. This is a reflection of continuing budgetary restrictions. The limitation of funds to the local program sponsors had different effects, depending upon the areas of the budget which were most affected. For instance, a number of program directors indicated that there was an insufficient supply of instructional materials. Some programs established a waiting list where one was previously unnecessary.

A problem not apparent from the table is that of the continuity of the educational program. Several of the program administrators indicated a desire for additional funding to extend their programs through the summer, as is done with learning center programs. It is the consensus of these directors that allowing their programs to operate year round would greatly benefit students and student learning. Some feel that many students lose interest when classes are closed for part of the year. Complaints of needs for more teaching time sometimes cited shortages of counselors, but only two programs directly listed paperwork volume as a problem.

Table 20
Major Problems Encountered by ABE Program Administrators

	Percent of Respondents					
	1984-85	1983-84	1982-83	1981-82	1980-81	1979-80
Insufficient funding	23	18	25	19	14	25
Attendance	18	13	18	6	8	9
Retention	14	12	10	9	11	10
Transportation (includes cost of gas)	11	11	8	6	6	9
Institutional transfer or release	7	4	5	4	5	7
Need for more teaching time, fewer paperwork demands	6	3	1	4	3	--
Recruitment	5	7	1	1	6	12
Physical plant difficulties	5	4	4	7	6	7
Inappropriate/inadequate teaching materials	5	4	1	--	--	5
Poor weather	4	5	2	7	2	--
Lack of cooperation by local authorities or other agencies	2	7	*	1	2	1
Miscellaneous problems	20	28	13	12	13	18
No major problems	20	21	21	37	38	28

*Less than one percent of total.

Programs which were attempting to serve more students than the number for which they were funded reported overcrowded classes, observation of a decline in the quality of service, and/or the need for additional staff such as aides, ESL teachers, and counselors in order to handle effectively the large classes and the diversity of student abilities, ages, and backgrounds.

As in the past two years, the second and third most frequently mentioned problems were attendance and retention. Several directors in the rural areas of the state reported that many students were enthusiastic until the winter weather set in, while others indicated that students became discouraged after the first few weeks of class. In addition, some directors attributed the difficulty in retaining students during the past year to conflict with other adult interests and jobs, as well as conflict with family responsibilities. More directors cited attendance and retention as problems this year than last year. Directors' comments often show a close relationship between these two problems.

For the second successive year, transportation problems (usually the absence of public transportation) troubled 11 percent of programs, more than at any time since 1978-79.

The final problem area that should be noted is recruitment, which continued to be cited for 5 percent of the programs, and which directors most often indicated by reference to "a drop in enrollment."

Although some programs cited waiting lists and overcrowded classes as problems, others viewed these conditions as measures of their success.

Other problems included inclement weather, release or transfer (from institutions), inappropriate teaching materials, lack of available appropriate materials, heterogenous grouping of students with different ability levels, child care (listed by five percent of the administrators), and low-level goals of students. Most of the problems related to physical plant and to lack of cooperation occurred at institutional programs. Five percent of programs cited staff turnover as a major problem. Although several 1983-84 programs cited problems involving the news media, only one program listed such a problem for 1984-85.

Program Successes

Over 92 percent of the program directors reported major successes during 1984-85. Over 41 percent listed more than one major success. Directors listed 37 percent more successes than problems. Most of the successes were related to the achievements of the students, which is a positive indication of the impact of the program. The details of the impact data in terms of numbers of programs and students served are given in the preceding sections of this report. The following selected comments from program directors support those data and add the directors' qualitative perspective:

Two students received honorable mention in the IU Adult Student Creative Writing contest.

Our major areas of success this year were three-fold. The computer literacy program was very popular and reinforcing for our population. The Laubach Reading Series was extremely beneficial for our core-group of non-readers and finally the class visitations by community advocates helped to keep student enthusiasm and interest high.

Students won writing awards, obtained citizenship and employment.

The [program] has expanded into unserved areas.

Success includes the fact that some students have felt it worth their while to come back for two and three years. We have favorable indications of success at work and job achievement.

The successes are the students who learned to read this year, the 70 graduates who received their GED this year, the curriculum developed, the bi-monthly newsletter which continues to be published, and the amount of involvement in the Student Planning Committee.

The overwhelming majority of students passed academic competency tests administered at the beginning and end of the program. This indicated significant skill improvement. Thirty-one out of thirty-nine (79%) persons in the spring/summer 1984 groups obtained jobs. In this group there were twenty-seven ABE students and twenty-three (85%) obtained jobs. Also, seven ABE students in the group were high school dropouts. Four of these students (57%) obtained a GED. The overall GED success rate for the spring/summer 1984 group was eighty percent.

(1) Low dropout rate - most students that enrolled, completed the course. (2) Some of our ESL students simultaneously studied in Spanish for GED and completed all their GED exams here and are going to Community College for further education.

More people were served by [this program] than ever before. It also seemed that more of these people did end up accomplishing their goals and improving themselves (new goals, better jobs, enlistment, improve basic skills, etc.) than ever before.

We are successful in obtaining good referrals from the Pennarama T.V. Network.

Eighty-nine percent (89%) of our students pass the GED test during the first testing period.

This year we published our own supplementary skills books to be used in conjunction with commercial GED preparation books. This was done as a financial consideration, as our program could not afford to buy enough books to serve our students. This effort was highly successful.

Other indications of success reflected innovations and solutions to past problems:

> The prison has provided better classroom facilities and has also increased enrollments.
>
> Our ESL Help Group enjoyed great success this year. Our cooperative efforts with "Grassroots Publicity" were beneficial in recruiting students and in enhancing our image in the community.
>
> The use of various sites closer to the students' homes or worksites proved to be very successful.
>
> Development of a Math curriculum that provides students with a more detailed understanding of Algebra, Geometry and Trigonometry. Development of Special Study Groups that provide indepth instruction with Social Sciences and Sciences.
>
> Our biggest success also contributes to our major problem -- we have very good contact with the Job Training program which will take some students before we complete them and in spite of counseling.

Program directors defined success in many ways, but most agreed in considering that success appears in effects within students' lives rather than in merely programmatic measures.

Student Assessment

The ABE programs reported use of a wide variety of methods to determine participants' educational functioning level. Nearly 98 percent of the programs identified their student assessment methods; the number of types of measurement tools ranged from one to seven per program. Most programs used a combination of methods including standardized achievement tests and teacher/counselor evaluation. Frequently used standardized tests included CTB/McGraw Hill's Test of Adult Basic Education (TABE), the Wide Range Achievement Test (WRAT) published by Guidance Associates, the Stanford Achievement Test, the GED Pretest, the Adult Basic Learning Exam (ABLE), the APL Test, the Gates McGinitie Reading Comprehension, SRA Diagnostic Tests, the Peabody Individual Achievement Test (PIAT), and various informal reading inventories. In addition, many programs used local assessment tests and/or selected batteries from several standardized tests but relied ultimately upon teacher or counselor evaluations of student ability.

Summary

The cooperation with other agencies, efforts to increase enrollments and retention, special efforts to serve special target groups, infusion of adult competency curricula into the programs, and the diversity of special projects suggest that the administrators of the Pennsylvania Adult Basic Education programs are committed to, and are making progress toward, achieving the goals of the Adult Education State Plan. The problems these administrators encountered, most notably insufficient funding, often hampered their ability to provide all the services that were needed, but many administrators indicated that they were seeking innovative ways to overcome these problems. Meeting these challenges has been the program's greatest success.

SUMMARY

In 1984-85, Pennsylvania's Adult Basic Education Program served 25,373 students through 210 Section 306 programs and 16 Section 310 projects. The number of programs and students decreased from the previous year, and programs were available in all previously served counties. In all, adults had access to ABE/GED programs in 58 of the 67 counties. Thirteen programs extended their services into previously unserved regions but did not extend into unserved counties. Lastly, students from all 67 counties of the Commonwealth participated in the program, showing that many students participate in programs outside the counties in which they reside.

Although enrollments decreased this year, students who completed at least 12 program contact hours, or met their personal objective in less time, had higher completion/retention rates and lower dropout rates in 1984-85 than in 1983-84. The separation rate for students who received less than 12 program contact hours without obtaining their personal objective also decreased while the hours of service to these students increased. Special efforts should be considered to further increase retention rates among students during their first 12 contact hours.

The majority of students were young, single, and unemployed. Males and females were nearly equally divided in the student group, with females slightly in the majority. Although the proportions of White and Black students declined slightly; the relative enrollments of Asian/Pacific/slander and Hispanic students increased. The proportions of each racial minority among ABE/GED students remained higher than their corresponding proportions in the Commonwealth's dependent children but no current spouse constituted at least 18.9 percent of the student enrollment. As in the previous year, the most frequent (43.5 percent of all students) reason cited for enrollment was to obtain a diploma or certificate. As less students enroll as referrals from social service agencies, student recruitment increasingly relies on word of mouth (friends and relatives) and the news media.

Almost 35 percent of all students completed their entry level. Native Americans reported the highest completion rate (39.7 percent) and Hispanic students reported the lowest completion rate (21.7 percent). Over nine percent of the students who were unemployed and available for work at the beginning of the program were employed at its end, 11.8 percent of all students passed the GED test and 6.4 percent enrolled in other educational or training programs.

Staff characteristics have remained basically the same for the last few years. Again this year, most staff members (over 96 percent) are employed on a part-time basis and about 42 percent hold at least a master's degree. The proportions of females and racial minorities among staff continue to grow. Although females barely outnumber males in paid positions, more than three quarters of the volunteers are female. Most staff members have worked a limited time with the adult education program, and the rising proportion of volunteers accentuates this trend; almost a third (32.3 percent) of total staff in 1984-85 had less than a year of prior ABE/GED experience. The limited experience in adult education of a majority of staff members, together with the increasing variety and quantity of adult education curricula, illustrates the need for emphasis on staff development activities.

Teaching was the primary staff function, and the proportion of persons in each job category has remained generally consistent, although the proportion of teachers rose slightly in 1984-85 and the proportion of counselors decreased. The increase of volunteers (mainly tutors), is partially due to the availability of Section 306 funds to nonprofit agencies which make use of many volunteer tutors. The number of volunteers will probably continue to increase. Program administrators undertook various methods of improving their educational delivery systems, increasing enrollment and retention, and serving special target populations. However, insufficient funding often hampered their ability to provide all the services that were needed. Many administrators indicated that they were seeking innovative ways to overcome these problems.

The statewide Adult Basic Education program continued progress toward the achievement of the goals and objectives of the Adult Education State Plan, 1983-85. This report reflects the progress made during the final year of the plan.

APPENDICES

APPENDIX A

SURVEY INSTRUMENTS

IMPORTANT: DO NOT DISCARD

PDE 3066 (3/84)

1984-85 ABE PROGRAM DATA FORM

PART ONE: PROGRAM IDENTIFICATION

Please check the accuracy of the labels below. If any change is necessary, please notify the Division of Advisory Services. This Program Data Form should be sent to the Division of Advisory Services, Bureau of Basic Education Support Services, 333 Market Street, P.O. Box 911, Harrisburg, PA 17108 within 30 days after completion of your program, but no later than July 15 if your program ends in June.

(1-6) (7-12)

PART TWO: PROGRAM OPERATION (Attach additional pages as necessary).

1. Please indicate the number of daytime and evening classes (NOT class meetings) for each county in which this program operated. Define a class as a group of students meeting regularly.

County	Number of Daytime Classes	Number of Evening Classes
(13-14)	(15-16)	(17-18)
(19-20)	(21-22)	(23-24)
(25-26)	(27-28)	(29-30)
(31-32)	(33-34)	(35-36)
(37-38)	(39-40)	(41-42)
(43-44)	(45-46)	(47-49)

2. Is any part of this program operating in a previously unserved county?
__ Yes __ N (49) If yes, which counties? _____(50-51)
_____(52-53) _____(54-55)

3. How many staff persons are serving the students in previously unserved counties?
_____(56-57) (If not applicable, enter a zero.)

4. Is any part of this program operating in a previously unserved region which is part of a previously served county? ___ Yes ___ No (58)

5. Does your program have an advisory group? ___ Yes ___ No (59)

6. To what extent has your program undertaken the following measures to increase enrollments and/or retention rate? (Circle one response for each item.)

	Not at All	Very Little	Somewhat	Very Much
a. Public relations campaign (60)	0	1	2	3
b. Referral agreements with other agencies, organizations, or individuals (61)	0	1	2	3
c. Provisions for support services (transportation, counseling, child care, etc.) (62)	0	1	2	3
d. Flexible scheduling of classes (convenient class schedules, open entry, etc.) (63)	0	1	2	3
e. Convenient location of classes (multiple locations, transportation provisions, etc.) (64)	0	1	2	3
f. Other (e.g., use of recruiter) (65)	0	1	2	3

_____
(Specify)

Please discuss the success of these measures:

7. How many articles appeared in the local media concerning this program? _____(13-14)

8. How many visits were made by public officials and/or private businessmen to this program? _____(15-16)

9. Was information about this program disseminated at local public forums? _____ Yes _____ No (17) If yes, how?

10. Which of these support services are available to your students? (Some of these services may not be applicable to institutional programs.)

	Direct services you provide	Services provided through linkages with other agencies
Academic counseling (18)		
Vocational/career counseling (19)		
Personal counseling (20)		
Job training (21)		
Placement services (22)		
Transportation (23)		
Child care (24)		
ESL instruction (25)		
Bilingual instruction (26)		
Other (specify) (27)		
_____		

11. What efforts have you made to serve (increase enrollments, provide support services, etc.) special target groups such as the handicapped, older adults, limited English speaking adults, least educated adults, etc.?

12. Do you use adult functional competency instructional materials and/or curricula in your programs? _____ Yes _____ No (28)

If yes, list those used.

13. Describe any special delivery system and/or innovative ABE projects your program has undertaken during this program year. Include nonstandard contracts established in the community with legitimizers* and others.

*Barbers, bartenders, pastors, and poolhall/arcade patrons are often used to verify or "legitimize" information provided by the formal establishment such as school and public agencies.

14. Describe major problems and/or successes encountered during this program.

Problems:

Successes:

15. Describe the methods used to determine a participant's educational functioning level.

16. List the agencies, institutions and organizations used to provide adult education and support services. After each, please indicate if transportation, day care and/or ESL or bilingual instruction was provided by the agency. Include all class sites in this listing.

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PENNSYLVANIA DEPARTMENT OF EDUCATION
ADULT BASIC EDUCATION

(06 11)
Program No. _____

Program Year 1984-85 (12 13)

PDE-5015(3/84)

STAFF DATA FORM

This form should be completed for all staff members associated with this program. The program number, identified on the Program Data Form, (PDE-3066) must be filled in on every Staff Form. If you work in more than one program, you must complete one form for each program in which you are working. For example, if you are an administrator of six programs, you should complete six separate forms, regardless of your degree of involvement with each program. It is very important for you to report all staff information on a program-by-program basis.

Do not complete this form if you worked on a substitute basis only.

At the start of the program, complete Section One of this form and send Copy One to the Pennsylvania Department of Education, Division of Advisory Services, 333 Market Street, Box 911, Harrisburg, PA 17108. At the end of the program, complete Section Two of this form and send Copy Two to Division of Advisory Services. Keep Copy Three for your records.

It is essential to read the instructions on the reverse side before completing this form.

SECTION ONE: STAFF IDENTIFICATION

(14 22)

1. Name _____ (Last) _____ (First) 2. Social Security Number _____

3. ABE/GED Program Address:
Name of Institution/School _____
Number and Street _____
City, County & Zip Code _____
Telephone _____

4. Race *(see instructions)* ☐ (23)

5. Sex (24) ☐ 1. Male ☐ 2. Female

6. Age ☐ (25 26)

7. Present position(s) in ABE/GED *(see instructions for codes - do not check)*

☐ 1. Adminstrator (27) ☐ 3. Teacher (29) ☐ 5. Aide/Paraprofessional (31) ☐ 7. Tutor (33)
☐ 2. Supervisor (28) ☐ 4. Counselor (30) ☐ 6. Clerical/Support (32) ☐ 8. Other *(specify)* (34) _____

8. Place a check next to the highest academic level you have completed: (35)

☐ 1. Traditional High School Program Diploma ☐ 3. Technical School Diploma ☐ 5. Bachelor's Degree ☐ 7. Master's Degree Plus
☐ 2. GED or External High School Diploma ☐ 4. Some College, But No Degree ☐ 6. Master's Degree ☐ 8. Doctorate

9. Have you taken any credit courses in adult education? (36) ☐ 1. Yes ☐ 2. No

10. If yes, have you *(check only one answer)*: (37)
☐ 1. Taken one to three courses? ☐ 2. Taken four or more courses? ☐ 3. Received a degree in adult education?

11. Please indicate if you are a member of any professional adult education organization(s):
☐ 1. Member of state organization(s) (38) Specify _____
☐ 2. Member of national organization(s) (39) Specify _____
☐ 3. Not a member of any professional adult education organization(s) (40)

12. How many years, including present year, have you worked with ABE/GED programs? ☐ (41 42)

For Teachers Only

13. At which level do you do most of your ABE or GED teaching in this program? (Check only one.) (43)
☐ 1. ESL ☐ 2. 0 4 ☐ 3. 5 8 ☐ 4. 9 12

14. Check your area(s) of certification:
☐ 1. Elementary (44) ☐ 3. Other *(specify)* (46) _____
☐ 2. Secondary (45) ☐ 4. No Certification (47)

15. Average number of hours per week you will work in this program: ☐ (48 49)
(See Instructions)

16. Staff compensation: (See instructions) (50)
Are You ☐ 1. Paid from funds received from ABE Section of Department of Education? ☐ 2. Paid entirely from other source(s)?
☐ 3. A volunteer

17. Hourly rate of pay: Dollars ☐☐ Cents ☐☐ (51 54)

SECTION TWO: STAFF IN-SERVICE TRAINING

18. Did you participate in any staff development activities during this program year? (55) ☐ 1. Yes ☐ 2. No

If yes, please indicate which of the following staff development activities you attended during this program:

☐ 1. Regional workshops sponsored by or through the state ABE office (56) ☐ 3. Locally sponsored in-service training (58)
☐ 2. Mid-Winter conference (57) ☐ 4. Other _____ Specify (59)

19. Number of hours you spent at locally sponsored in-service training sessions during this program: ☐ (60 62)

PENNSYLVANIA DEPARTMENT OF EDUCATION

ADULT BASIC EDUCATION

INSTRUCTIONS: STAFF DATA FORM (PDE-5015)

You are being asked to complete these Staff Data Forms as part of the Department of Education's annual census of ABE programs in the Commonwealth. Please note that Copy One of each form must be sent to the Division of Advisory Services at the beginning of this program. Copy Two must be sent to the Division of Advisory Services at the end of this program.

Below are instructions for filling out the STAFF DATA FORM. The instructions are numbered to correspond to the item on the form.

Program Number

The number for this program, assigned by the Division of Adult Basic Education, is found in the Program Data Form (PDE-3066) and should be printed in the upper right corner of the Staff Form.

I. SECTION ONE: STAFF INFORMATION

4. Race - Select one category from the list below and enter the corresponding digit in the available space. Conform as closely as possible to the definitions listed below. However, you may be included in the group to which you appear to belong, or with which you identify. SELECT ONLY ONE CATEGORY.

   1. American Indian or Alaskan Native - a person having origins in any of the original people of North America. This category includes American Indians, Eskimos, and Aleuts.

   2. Asian or Pacific Islander - A person having origins in any of the original people of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands. This area includes, for example, China, India, Japan, Korea, the Philippine Islands, and Samoa.

   3. Black - A person having origins in any of the Black racial groups.

   4. Hispanic - A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.

   5. White - A person having origins in any of the original people of Europe, North Africa, or the Middle East. Do not include persons of Hispanic origin.

7. Present Positions(s) in ABE - Place a "1" next to the staff position in which MOST of your time is to be spent during the program, a "2", "3", and so on next to any other staff positions which you hold in this program.

11. Organizations - For long names, such as American Association for Adult and Continuing Education (AAACE) or Pennsylvania Association for Adult Continuing Education (PAACE), commonly used abbreviations will suffice.

12. Years worked with ABE/GED programs - Include all of the current year and round this answer to a whole number.

15. You may be working in more than one program - it is important to enter on this form only the hours worked weekly in this program.

16. Paid - Check "1" if any or your compensation comes from funds received by this program from the Division of Adult Basic Education of the Department of Education.

    - Check "2" only if none of your compensation comes from the above described funds.

    Volunteer - Check "3" is you receive no compensation for work in this program.

17. Hourly rate -

    a. If you are not paid on an hourly basis, please estimate the hourly rate.
    b. Enter the hourly rate in dollars and cents.

Thank You.

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INSTRUCTIONS: 1984-85 STUDENT INTAKE/DATA FORM
(PDE 4023)

The Student Intake/Data Forms are designed: (1) to provide you with useful program control information and (2) to provide the Pennsylvania Department of Education with required data for federal reporting forms.

In filling out these forms, you are making four copies. A ball point pen makes the best handwritten copies. PLEASE PRESS DOWN FIRMLY.

The instructions below are numbered to correspond to the item numbers on the Student Intake/Data Form. Instructions are given only for those items requiring clarification. Should you have any questions about these forms, or need additional forms, please call the Division of Advisory Services, Pennsylvania Department of Education at (717) 787-4860.

Please note that the order of the four questions in Item 13 has changed from that of earlier years.

PROGRAM NUMBER

The number for this program, identified in the Program Data Form, (PDE 3066) should be printed in the upper right corner of the Student Form.

I. SECTION ONE: STUDENT INTAKE INFORMATION

1-5. Name and address information is to help you keep your own records. If case number or other designation is more useful to you, please use it. In this part the state needs only two pieces of information about the student: county of residence and social security number. If student has no social security number or refuses to divulge it, mark NA (not available) in that space, but make an effort to obtain it before giving up.

7. Age - State age at the time of first class attended during the fiscal year. If student refuses to give age, teacher or counselor should give his/her best estimate.

8. Race - Select one category from the list below and enter the corresponding digit in the available space. Conform as closely as possible to the federal definitions listed below. However, a student may be included in the group to which he/she appears to belong or with which he/she identifies.

SELECT ONLY ONE CATEGORY.

1 - American Indian or Alaskan Native - A person having origins in any of the original people of North America. This category includes American Indians, Eskimos, and Aleuts.
2 - Asian or Pacific Islander - A person having origins in any of the original people of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands. This area includes, for example, China, India, Japan, Korea, the Philippine Islands, and Samoa.
3 - Black - A person having origins in any of the Black racial groups of Africa. Do not include persons of Hispanic origin.
4 - Hispanic - A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.
5 - White - A person having origins in any of the original people of Europe, North Africa, or the Middle East. Do not include persons of Hispanic origin.

10. Month and year of enrollment - Give month and year student entered this program.

11. Initial Entry Level - Check student's primary level of instruction at the start of this program, based on English language or reading level. Level of information must agree with program number. ABE programs (34- and 36- program numbers) include levels 0-4, 5-8, and ESL. GED programs (35- and 37- program numbers) require 9-12 only. Base this on actual functioning level, not on previous experience, schooling, or student's wish for a higher level.

12. Previous ABE - Please respond only if entry level is 9-12; otherwise leave blank.

13. a. For the purpose of this report the following federal definitions should be used:

Employed - Persons who did any work at all as paid employees or in their own business or profession, or in their own farms or who worked 15 hours or more as unpaid workers on a farm or in a business operated by a member of the family. Include those who were not working but who had jobs or businesses from which they were temporarily absent.
Unemployed (available for work) - Persons who had no employment but were available for work and had engaged in any specific job-seeking activity or were waiting to be called back to a job from which they had been laid off.
Unemployed (Not available for labor force) - Persons who had no employment and did not engage in job-seeking activities in the calendar year preceding this report period and who were not employed and were not actively seeking work upon entrance into the program.

b. Handicapped - Persons with any type of physical or mental disability that substantially impairs or restricts one or more major life activities including walking, seeing, hearing, speaking, working, learning. This definition includes adults who are alcohol and drug abusers, mentally retarded, emotionally disturbed, orthopedically impaired, adults with exceptional learning disabilities and other health impairments.

c. Immigrant - Any refugee admitted (paroled) into this country or any alien except one who is exempt under the provisions of the Immigration and Nationality Act, as amended. This definition excludes only those students who are dependents of visitors to this country, or dependents of ambassadors to this country, and students who have received their citizenship.

d. Public assistance includes various forms of welfare (federal, state or local) but not unemployment compensation.

14. Location of student's classes - Select one location from the list below and enter corresponding two-digit number in available space on form. If student attends classes in two different locations in this same program, write in both locations and include explanation.

11 - Elementary school - public or private.
12 - Junior high/secondary school - public or private.
20 - Learning center - settings featuring extensive use of programmed instruction, flexible participant scheduling and attendance, and open for extended period of time daily.
30 - State or federal correctional institution - include inmates only.
40 - County prison - include inmates only.
51 - Hospital - federal, state or local; include in-patients and out-patients only; include mental institutions.
52 - State or local institution for the handicapped - public or private; include day or residential schools serving physically/mentally handicapped adults age sixteen or older.
60 - Vo-tech school - public or private.
70 - Business or work site - operating places of employment for participants.
80 - Community center - church, library, outreach center, YM/YWCA, etc.
85 - Student's home - through visits by tutors or by correspondence.
91 - Community or junior College.
94 - Four-year college.
09 - Other (specify on form).

15. Grade - Indicate the last one student completed, not the one he was in when he/she left school.

16. & 17. Please select only one option for each of these items. Use the major reason.

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II. SECTION TWO: COMPLETIONS AND IMPACT DATA

Note! Please remove carbons before completing this page.

18. & 19. Contact hours are essential. Please round to nearest hour.

20. COMPLETIONS AND EARLY SEPARATION DATA

COMPLETION - Check highest level passed during or by the end of this program. A student passes by fulfilling the course requirements established by the local program, not, in the case of 9-12, by later success in the GED test. If a student leaves a course early because he/she has fulfilled the course requirements before the program ends, consider that student a PASS and not an EARLY SEPARATION.

CONTINUATION -If level at end of program is the same as at beginning, that student is a CONTINUATION. The student has participated throughout the program, has fulfilled assignments, but has not progressed to the next level so cannot be considered a PASS (or COMPLETION).

EARLY SEPARATION - Students who drop out of a level without completing the course level requirements. A student may separate early because he/she has met a personal objective, such as reviewing for College Boards. This student is still considered an EARLY SEPARATION if he/she did not actually fulfill the course level requirements (did not PASS). In this case, the primary reason for EARLY SEPARATION is a positive one, namely, "met personal objective."

Again, for Level 9-12, passing is not contingent upon passing the GED test. If a student fulfills the course requirements, either during or at the end of the program, consider the student a PASS even if that student later does not pass the GED test.

Example One: This student entered and completed the Level 0-4 requirements before the program ended. During this same program, this student entered Level 5-8, but by December, when the program ended, she had not completed the requirements for 5-8. For this report, the student COMPLETED Level 0-4 but neither COMPLETED nor SEPARATED EARLY from Level 5-8. (See table below.) The student's initial entry level (0-4) should already be checked in item 11.

COMPLETION AND EARLY SEPARATION DATA

	LEVEL I			LEVEL II
	ESL	APL 1 or 0-4	APL 2 or 5-8	9-12
A. COMPLETION Check highest level student PASSED during this program.	1	✓	3	4
B. CONTINUATION Check if student attended classes throughout this program and remains at the same level.	1	2	3	4
C. EARLY SEPARATION Check if student SEPARATED EARLY, from this level, without passing a level.	1	2	3	4

Example Two: This student entered an ESL class, as shown in item 11. As a beginning English student he has worked hard, but is not yet fluent in English. He needs and intends to continue when class opens again. He is, therefore, checked as an ESL CONTINUATION.

COMPLETION AND EARLY SEPARATION DATA

	LEVEL I			LEVEL II
	ESL	APL 1 or 0-4	APL 2 or 5-8	9-12
A. COMPLETION Check highest level student PASSED during this program.	1	2	3	4
B. CONTINUATION Check if student attended classes throughout this program and remains at the same level.	✓	2	3	4
C. EARLY SEPARATION Check if student SEPARATED EARLY, from this level, without passing a level.	1	2	3	4

21. Primary reason for EARLY SEPARATION - Select one and enter the corresponding two-digit number in available space. If more than one reason applies, select the MOST IMPORTANT reason. If reason is unknown to you, enter "16."

01 - To take a job (unemployed when entered program)
02 - To take a better job (employed when entered program)
03 - Released from institution or transferred to another institution
04 - To enter another training program
05 - Met personal objective
06 - Moved from the area
07 - Health problem
08 - Transportation problem
09 - Child care problem
10 - Family problem
11 - Time class/program is scheduled
12 - Location of class
13 - Lack of interest; instruction not helpful to participant
14 - Financial problem
15 - Other reason (specify on form)
16 - Information unavailable

22. Impact Data - Multiple answers possible - please check all important student achievements in any of these areas. (Note: The Change of Status form includes the same impact/achievement items. If you find out later in the year that students have achieved more as a result of this program, please complete and send to us so we may update the impact data.)

Thank you. Be sure to fill in your initials at the bottom of the form.

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(01-05)
40177
PDE-4028 (3/84)

PENNSYLVANIA DEPARTMENT OF EDUCATION

ADULT BASIC EDUCATION

STUDENT INTAKE / DATA FORM

Class No. _____

(06-11) Program No. _____ (12)

Program Year 84-85

It is essential to read the accompanying instructions before completing any part of this form.

Please complete all of Section One for each individual when he/she first enrolls in this program. As soon as Section One is completed, detach Copy One of this form and mail to Pennsylvania Department of Education, Division of Advisory Services, 333 Market St., Harrisburg, PA 17126-0333.

Complete Section Two at the end of the program. Then submit Copy Two of each form to the Division of Advisory Services along with the Program and Staff Forms. To facilitate the data analysis, please mail all these forms together, at the program's termination. Retain Copy Three of each form for your records.

Copy Four is a Change in Status form. See instructions for use.

The Program Number, identified on the Program Data Form, must be entered on every form.

SECTION ONE STUDENT INTAKE INFORMATION (13-21)

1 Name _____ 2 Social Security Number _____

3 Permanent Home Address Number & Street _____ (22-23)

City _____ Zip Code _____ Telephone _____ 4 County _____

5 Please give name of person other than student's immediate family who will know where student is living should he/she move from present address.

Name _____ Address or Phone _____

6 Sex (24) ☐ 1 Male ☐ 2 Female 7 Age ☐ (25-26) 8 Race (see instructions) ☐ (27)

9 Marital Status (28) ☐ 1 Single ☐ 2 Married ☐ 3 Separated/Divorced ☐ 4 Widow/Widower 9b Number of Dependents Under 18 ☐ (29-30)

10 Month and year of enrollment in this program ☐☐ ☐☐ (31-34)
MO YR

11 Student's initial entry level in this program.
Check one level only. (See instructions)* (35) ☐ 1 ESL ☐ 2 0-4 ☐ 3 5-8 ☐ 4 9-12

12 If entry level is 9-12, did student complete an ABE program through 8th grade? (36) ☐ 1 yes ☐ 2 no

13 (See instructions)

a Is student employed at time of enrollment? (37) ☐ 1 yes ☐ 2 no, but is available for work ☐ 3 no, and not available for work force

b Is student handicapped? (38) ☐ 1 yes ☐ 2 no

c Is student an immigrant to the U.S.? (39) ☐ 1 yes ☐ 2 no

d Is student on public assistance? (40) ☐ 1 yes ☐ 2 no

14 Student's classes located in (see instructions for code) (41-42) ☐ If 09, specify _____

15 Last grade completed (43-44) ☐

16 How did student find out about this ABE/GED program? (check only ONE) (45-46)

- ☐ 01 Local Board of Education
- ☐ 02 Newspaper, radio, TV
- ☐ 03 Handout, mailed leaflet
- ☐ 04 Relative, friend
- ☐ 05 Employer
- ☐ 06 Union
- ☐ 07 Student in ABE/GED
- ☐ 08 School counselor
- ☐ 09 Other institution personnel (warden, etc.)
- ☐ 10 Human service agency
- ☐ 11 Clergy
- ☐ 12 Rehabilitation Counselor
- ☐ 13 Other (Specify) _____

17 Major reason for participating in program (check only ONE) (47-48)

- ☐ 01 to improve job prospects
- ☐ 02 to learn better English
- ☐ 03 to obtain driver's license
- ☐ 04 to obtain citizenship
- ☐ 05 to get diploma or certificate
- ☐ 06 to qualify for training program
- ☐ 07 to help children with homework
- ☐ 08 social reasons
- ☐ 09 to improve basic skills
- ☐ 10 to achieve competency in (specify) _____
- ☐ 11 other (specify) _____

As soon as the information in Section One is collected during intake, please detach Copy One of this form and mail to the Division of Advisory Services. Be sure to retain a copy (carbon) at this time.

COPY THREE - RETAIN FOR YOUR RECORDS

STOP! BE SURE TO REMOVE CARBONS BEFORE COMPLETING THIS PAGE! THANK YOU.

19. How many hours of instruction did this student receive during this program? [ ]

20. COMPLETION AND EARLY SEPARATION DATA (Consult instructions first)

COMPLETION AND EARLY SEPARATION DATA

	LEVEL I			LEVEL II
A. COMPLETION Check highest level student PASSED during this program	[1]	[2]	[3]	[4]
B. CONTINUATION Check if student attended classes throughout this program and remains at the same level	[1]	[2]	[3]	[4]
C. EARLY SEPARATION Check if student SEPARATED EARLY from this level without passing a level	[1]	[2]	[3]	[4]

21. EARLY SEPARATIONS. If Row C above is checked, please indicate the primary reason for the student's early separation from this level. (Consult instructions section and enter one 2-digit number. NOTE: If a student PASSES a level, that student is NOT an early separation, even if he/she leaves before the program ends.)

[ ] If 15, please specify _____

22. IMPACT DATA (Complete at end of program or immediately after last contact with student.)

Achievements of Program Participants

Educational

- 1. Improved basic skills for personal satisfaction and increased self-confidence
- 2. Obtained or improved competencies in:
  - a. government and law
  - b. community resources
  - c. consumer economics
  - d. parenting
  - e. occupational knowledge
  - f. health care
  - g. other (specify) _____
- 3. Was Level I (0-8 and ESL) and improved reading, writing, and math skills
- 4. Obtained a high school diploma
- 5. Passed the GED Test
- 6. GED Test taken, results not received
- 7. Learned the English language (for participants whose primary language is not English)
- 8. Entered another education/training program

Societal

- 9. Received U.S. citizenship
- 10. Voted for first time
- 11. Received driver's license as a result of program
- 12. Referred to agencies (other than educational) for needed services

Economic

- 13. Obtained a job
- 14. Obtained a better job or salary increase
- 15. Was removed from public assistance

- 16. Met personal objective (specify) _____

- None of the above apply

COMPLETED BY _____ (initials)

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(01-05)
40177
PDE-4028 (3/84)

PENNSYLVANIA DEPARTMENT OF EDUCATION

ADULT BASIC EDUCATION

STUDENT INTAKE / DATA FORM

Class No. _____

Program No. (06-11) _____ (12)

Program Year 84-85

It is essential to read the accompanying instructions before completing any part of this form.

Please complete all of Section One for each individual when he/she first enrolls in this program. As soon as Section One is completed, detach Copy One of this form and mail to Pennsylvania Department of Education, Division of Advisory Services, 333 Market St., Harrisburg, PA 17126-0333.

Complete Section Two at the end of the program. Then submit Copy Two of each form to the Division of Advisory Services along with the Program and Staff Forms. To facilitate the data analysis, please mail all these forms together, at the program's termination. Retain Copy Three of each form for your records.

Copy Four is a Change in Status form. See instructions for use.

The Program Number, identified on the Program Data Form, must be entered on every form.

SECTION ONE: STUDENT INTAKE INFORMATION

1. Name _____ 2. Social Security Number (13-21) _____

3. Permanent Home Address Number & Street _____

City _____ Zip Code _____ Telephone _____ 4. County (22-23) _____

5. Please give name of person other than student's immediate family who will know where student is living should he/she move from present address.

Name _____ Address or Phone _____

6. Sex (24) ☐ 1. Male ☐ 2. Female 7. Age ☐ (25-26) 8. Race (see instructions) ☐ (27)

9. Marital Status (28) ☐ 1. Single ☐ 2. Married ☐ 3. Separated/Divorced ☐ 4. Widow/Widower 9b. Number of Dependents Under 18 ☐ (29-30)

10. Month and year of enrollment in this program ☐☐ (31-34) MO. YR

11. Student's initial entry level in this program.
Check one level only. (See instructions): (35) ☐ 1. ESL ☐ 2. 0 - 4 ☐ 3. 5 - 8 ☐ 4. 9 - 12

12. If entry level is 9-12, did student complete an ABE program through 8th grade? (36) ☐ 1. yes ☐ 2. no

13. (See instructions)

a. Is student employed at time of enrollment? (37) ☐ 1. yes ☐ 2. no, but is available for work ☐ 3. no, and not available for work force

b. Is student handicapped? (38) ☐ 1. yes ☐ 2. no

c. Is student an immigrant to the U.S.? (39) ☐ 1. yes ☐ 2. no

d. Is student on public assistance? (40) ☐ 1. yes ☐ 2. no

SECTION TWO: IMPACT INFORMATION

Achievements of Program Participants

Educational

(59) ☐ 1. Improved basic skills for personal satisfaction and increased self-confidence.
2. Obtained or improved competencies in:
(60) ☐ a. government and law
(61) ☐ b. community resources
(62) ☐ c. consumer economics
(63) ☐ d. parenting
(64) ☐ e. occupational knowledge
(65) ☐ f. health care
(66) ☐ g. other (specify)
(67) ☐ 3. Was Level I (0-8 and ESL) and improved reading, writing, and math skills.
(68) ☐ 4. Obtained a high school diploma.
(69) ☐ 5. Passed the GED Test.
(70) ☐ 6. GED Test taken, results not received.
(71) ☐ 7. Learned the English language (for participants whose primary language is not English).
(72) ☐ 8. Entered another education / training program.

Societal

(73) ☐ 9. Received U.S. citizenship.
(74) ☐ 10. Voted for first time.
(75) ☐ 11. Received driver's license as a result of program.
(76) ☐ 12. Referred to agencies (other than educational) for needed services.

Economic

(77) ☐ 13. Obtained a job.
(78) ☐ 14. Obtained a better job or salary increase.
(79) ☐ 15. Was removed from public assistance.

(80) ☐ 16. Met personal objective (specify)

COPY FOUR – RETURN ONLY IF ADDITIONAL IMPACT INFORMATION BECOMES AVAILABLE

NO POSTAGE
NECESSARY
IF MAILED
IN THE
UNITED STATES

BUSINESS REPLY MAIL
FIRST CLASS PERMIT NO. 8459 HARRISBURG, PA 17101

POSTAGE WILL BE PAID BY ADDRESSEE

Pennsylvania Department of Education
Division of Advisory Services
333 Market Street, 5th Floor
P.O. Box 911
Harrisburg, PA 17108

ABE DIRECTORY CARD

Please verify the information on the labels below and mail card to Division of Advisory Services *at the start of the program.* If information is incorrect, make the necessary changes. If the program director's address differs from the administrator's, please add address.

Address label (Administrator, Head of Agency)
Is information correct? Yes ☐ No ☐

Program identification label (Program Director)
Is information correct? Yes ☐ No ☐

PDE-3549 (3/84)

APPENDIX B

STATISTICAL SECTION OF THE FEDERAL ADULT FDUCATION
ANNUAL PERFORMANCE AND EVALUATION REPORT 1984-85

Some data within the present report differs from the federal report because of the incorporation of data received too late for inclusion in that report.

COMMONWEALTH OF PENNSYLVANIA
ADULT EDUCATION ANNUAL PERFORMANCE REPORT
FOR
DEPARTMENT OF EDUCATION
WASHINGTON, D.C. 20202

PERIOD COVERED
July 1, 1984-June 30, 1985

DATE OF REPORT
September 30, 1985

TABLE 1. PART A.

Part A. Profile of adult education participants

Participants who upon entry into program were:	American Indian or Alaskan Native	Asian or Pacific Islander	Black	Hispanic	Other	Total
Educational Functioning Level:						
a. Level I	51	1,556	4,243	1,814	11,757	19,430
b. Level II	22	71	926	252	4,662	5,936
Total Both Levels	73	1,627	5,169	2,066	16,419	25,366

*Includes 12 students whose race was unavailable.

TABLE 1. PART B.

Part B. Participants who upon entry into the program were:

Ages:	Male	Female	Total
16-24	5,613	4,706	10,319
25-44	5,330	6,195	11,525
45-59	920	1,434	2,354
60 and older	382	781	1,163

*Gender and Ages not available

5

TABLE 1. PART C.

Part C. Participants who upon entry into the program were:

	Male	Female	Total
1. Employed	3,853	3,285	7,138
2. Unemployed (available for work force)	4,750	6,892	11,642
3. Unemployed (not available for work force)	3,633	2,925	6,558
4. Receiving Public Assistance	2,163	4,141	6,304
5. Handicapped	2,091	1,522	3,613
6. Adults with limited English proficiency	1,289	1,943	3,232
7. Residents in rural areas	NA	NA	NA
8. Residents in urban areas with high rates of unemployment	NA	NA	NA
9. Immigrants	1,178	1,573	2,751
10. Institutionalized	3,407	777	4,184

TABLE 1. PART D.

Part D. Achievements of program participants

		Male	Female	Total
1. Improved basic skills for personal satisfaction and increased self-confidence	*2	8,474	8,976	17,452
2. Obtained or improved competencies in:				
a. government and law	1	2,140	2,481	4,621
b. community resources		2,920	3,613	6,533
c. consumer economics		2,655	3,100	5,755
d. parenting		363	864	1,227
e. occupational knowledge		2,981	2,959	5,940
f. health care		843	1,490	2,333
g. other		521	853	1,374
3. Were Level I and learned reading, writing, and math skills	2	2,012	1,967	3,981
4. Obtained an adult high school diploma		190	276	466
5. Passed the GED Test		1,183	1,807	2,990
6. Learned the English language (for participants whose primary language is not English)	1	708	1,158	1,867
7. Entered another education/training program		862	762	1,624
8. Received U.S. Citizenship		15	25	40
9. Voted for first time		36	72	108
10. Obtained a job		825	620	1,445
11. Obtained a better job or salary increase	1	227	172	400
12. Were removed from public assistance		152	75	227

*Gender not indicated.

PDE-4515 (4/83)

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TABLE 2. NUMBER AND TYPE OF AGENCIES, INSTITUTIONS AND ORGANIZATIONS PARTICIPATING-

Agencies, institutions and organizations used to provide adult education and support services	TOTAL NUMBER USED	Number of Agencies, Institutions, and Organizations Providing:		
		Transportation	Day Care	ESL or Bilingual
1. Business and industries	6	2	1	
2. Labor unions	3	1	1	
3. Community Colleges (Junior Colleges)	11		1	3
4. Colleges and universities	11	1		1
5. Hospitals	11	1		
6. Churches	23			
7. Fraternal/sororal organizations	4			
8. Voluntary and community organizations	81	10	3	12
9. Manpower and training agencies	61	4	4	2
10. Health agencies	32	2		
11. Vocational and technical schools	19	1		1
12. Libraries	14			2
13. Institutions for the handicapped	10	2		
14. Correctional institutions	34			6
15. Local Educational Agencies				
a) High School	22			2
b) Junior High or Middle School	3			1
c) Elementary School	11			3
d) Junior/Senior High School	3			
e) Other Local Educational Agency	80	3	3	36
16. Antipoverty programs	6	3	4	
17. Community center or learning centers	14	2		3
18. Other public agencies and institutions (specify)	59	10	10	
19. Other private agencies and institutions	25	4	2	2
20. Other	14	7	1	
TOTAL	557	62	30	74

TABLE 3. NUMBER OF PERSONNEL, BY ORGANIZATIONAL PLACEMENT AND TYPE OF JOB PERFORMED

Type of Job Performed	Number of Paid Personnel	
	Part-Time	Full-Time
State Level Administrative/Supervisory	0	3
Local Administrative/Supervisory	225	8
Local Teachers	827	47
Local Counselors	198	4
Local Paraprofessionals	7	4
Tutors	7	0
	Number of Volunteers	
Teachers	6	0
Counselors	0	1
Paraprofessionals	7	0
Administrative/Supervisory	6	0
Tutors	727	0

TABLE 4. PARTICIPANTS LEAVING PROGRAM AND THEIR REASONS

Reasons for Leaving	Number
1. Completed their objectives	321
2. Reasons for leaving before completing objectives:	
a. Health problems	367
b. Day care problems	316
c. Transportation problems	243
d. Family	376
e. Location of class	23
f. Lack of interest; instruction not helpful to participant	922
g. Time class/program is scheduled	236
h. Changed address and left area	370
i. Other Known	
To begin work in a new job	442
To begin work in a better job	116
Release or transfer from institution	1,172
To enter another training program	497
Financial problem	77
j. Unknown reasons	1,861
TOTAL	7,810

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APPENDIX C

1984-85 PENNSYLVANIA ABE PROGRAM
SUMMARY BY COUNTY

The following is a complete listing of ABE programs conducted throughout the Commonwealth during the 1983-84 fiscal year. The programs are arranged by county and offer such administrative details as program name and program type, as well as reported data including staffing, enrollments by entry level and total enrollments.

Although some counties do not appear, it should be recognized that in many cases services in these counties are provided by administrative units in adjacent counties.

SUMMARY OF 1984-5 ADULT BASIC EDUCATION PROGRAMS BY COUNTY

PROGRAM NUMBER	PROGRAM NAME	PROGRAM TYPE	STAFF FORMS	LEVEL ESL	LEVEL 0-4	LEVEL 5-8	LEVEL 9-12	PROGRAM TOTAL	STARTING DATE	ENDING DATE	DETAIL CODE
ALLEGHENY COUNTY											
98-5012	BUILDING LITRCY TRAINING TEAM	ABE	3	3	62	4		69	07/01/84	05/31/85	201004
36-5087	CLAIRTON SCHOOL DISTRICT	ABE	4		3	6		9	07/01/84	05/30/85	101201
37-5052	CLAIRTON SCHOOL DISTRICT	GED	7				21	21	07/01/84	05/30/85	103001
36-5045	COMM COLL OF ALLEGHENY COUNTY	ABE	6	6	15	2		23	07/01/84	05/30/85	802103
36-5053	CONNELLEY SKILL LEARNING CENTR	ABE	26	162	476	503		1,141	07/01/84	06/30/85	201241
37-5035	CONNELLEY SKILL LEARNING CENTR	GED	5				107	107	07/01/84	06/30/85	203001
36-5048	DUQUESNE CITY SCHOOL DISTRICT	ABE	3			11		11	07/01/84	05/31/85	102001
37-5030	DUQUESNE CITY SCHOOL DISTRICT	GED	3				22	22	07/01/84	05/31/85	103001
36-5040	IU 3 COMMUNITY PROGRAM	ABE	21	399	75	2		476	08/01/84	05/31/85	804122
34-5012	JOHN J. KANE HOSPITAL	ABE	5		6	6		12	07/01/84	05/31/85	502003
34-5010	MAYVIEW STATE HOSPITAL	ABE	6		66	59		125	08/01/84	05/31/85	501202
98-5032	NEW EDUCATNL OPTNS FR GRNDMTHR	ABE	5		1	3	16	20	07/01/84	06/30/85	901233
36-5052	PENN HILLS SCHOOL DISTRICT	ABE	5			12		12	07/01/84	05/31/85	102101
37-5032	PENN HILLS SCHOOL DISTRICT	GED	3				47	47	07/01/84	05/31/85	103001
36-5038	WILKINSBURG SCHOOL DISTRICT	ABE	5		15	16		31	08/01/84	05/30/85	101201
37-5026	WILKINSBURG SCHOOL DISTRICT	GED	4				16	16	08/01/84	05/30/85	103001
34-5011	WOODVILLE STATE HOSPITAL	ABE	6		6	53		59	07/01/84	05/31/85	502101
	COUNTY TOTAL		117	570	725	677	229	2,201			
ARMSTRONG COUNTY											
36-5050	ARMSTRONG CO PROGRESSIVE WKSHP	ABE	5		51	15		66	07/01/84	05/31/85	801004
36-5011	ARMSTRONG SCHOOL DISTRICT	ABE	9		16	51		67	09/01/84	05/31/85	102101
	COUNTY TOTAL		14		67	66		133			
BEAVER COUNTY											
36-5057	BEAVER COUNTY ADULT LITERACY	ABE	4		75			75	07/01/84	11/27/84	801004
34-5016	BEAVER COUNTY JAIL	ABE	4		2	13		15	09/08/84	05/31/85	402102
36-5044	COMM COLLEGE OF BEAVER COUNTY	ABE	6			57		57	09/01/84	05/31/85	902003
	COUNTY TOTAL		14		77	70		147			
BERKS COUNTY											
37-5051	IU 14 EXTERNAL DIPLOMA PROGRAM	GED	*				24	24	07/15/84	05/30/85	103002
36-5095	READING COMMUNITY PROGRAM	ABE	18	360	25	263		648	07/01/84	05/31/85	194213
37-5057	READING COMMUNITY PROGRAM	GED	10				172	172	07/01/84	05/31/85	193003
34-5036	TEEN CHALLENGE	ABE	6		61	222		283	07/01/84	05/31/85	502103
36-5086	THRESHOLD REHAB SERVICES, INC.	ABE	5		15	15		30	07/01/84	05/31/85	801204
34-5029	WERNERSVILLE STATE HOSPITAL	ABE	8		77	75		152	08/15/84	05/30/85	541202
	COUNTY TOTAL		51	360	178	575	196	1,309			

PROGRAM NUMBER	PROGRAM NAME	PROGRAM TYPE	STAFF FORMS	LEVEL ESL	LEVEL 0-4	LEVEL 5-8	LEVEL 9-12	PROGRAM TOTAL	STARTING DATE	ENDING DATE	DETAIL CODE
BLAIR COUNTY											
36-5072	ALTOONA COMMUN EDUCATION CNTR	ABE	46	9	63	607		679	07/01/84	05/31/85	212141
37-5047	ALTOONA COMMUN EDUCATION CNTR	GED	46				701	701	07/01/84	05/31/85	103001
34-5027	BLAIR/CAMBRIA COUNTY PRISONS	ABE	5		1	65		66	07/01/84	05/31/85	402001
	COUNTY TOTAL		97	9	64	672	701	1,446			
BRADFORD COUNTY											
36-5060	BRADFORD COUNTY AVTS	ABE	11			56		56	07/01/84	05/30/85	601241
36-5010	PENN YORK OPPORTUNITIES, INC.	ABE	5		1	14		15	07/01/84	05/31/85	801004
37-5037	TROY AREA SCHOOL DISTRICT	GED	9				38	38	07/01/84	05/20/85	103001
	COUNTY TOTAL		25		1	70	38	109			
BUCKS COUNTY											
36-5024	BENSALEM TOWNSHIP SCHOOL DIST	ABE	4	6		21		27	09/01/84	05/31/85	101241
37-5016	BENSALEM TOWNSHIP SCHOOL DIST	GED	4				56	56	09/01/84	05/30/85	103001
36-5029	BRISTOL BORO SCHOOL DISTRICT	ABE	4	6	1	11		18	08/15/84	05/31/85	101401
36-5068	BRISTOL TOWNSHIP SCHOOL DIST	ABE	7	32	16	29		77	09/01/84	05/24/85	101241
37-5044	BRISTOL TOWNSHIP SCHOOL DIST	GED	4				126	126	09/01/84	05/24/85	103001
36-5021	CENTENNIAL SCHOOL DISTRICT	ABE	7	28	13	11		52	09/17/84	05/22/85	101241
37-5011	CENTENNIAL SCHOOL DISTRICT	GED	8				82	82	09/17/84	05/22/85	103001
34-5005	IU 22 INSTITUTIONAL PROGRAM	ABE	7		1	210		211	07/01/84	05/31/85	402102
36-5073	QUAKERTOWN COMMUNITY SCHL DIST	ABE	3	8	3	3		14	07/01/84	05/31/85	102141
37-5050	QUAKERTOWN COMMUNITY SCHL DIST	GED	4				5	5	07/01/84	05/31/85	103001
	COUNTY TOTAL		52	80	34	285	269	668			
CAMBRIA COUNTY											
36-5042	GREATER JOHNSTOWN AVTS	ABE	14		14	46		60	07/01/84	05/31/85	602101
37-5028	GREATER JOHNSTOWN AVTS	GED	14				112	112	07/01/84	05/30/85	603001
34-5017	HIRAM G. ANDREWS CENTER	ABE	4	1	177	124		302	07/02/84	05/31/85	502102
	COUNTY TOTAL		32	1	191	170	112	474			
CARBON COUNTY											
36-5025	CARBON COUNTY AVTS	ABE	8	1	17	51		69	08/01/84	05/31/85	102001
	COUNTY TOTAL		8	1	17	51		69			

SUMMARY OF 1984-5 ADULT BASIC EDUCATION PROGRAMS BY COUNTY

PROGRAM NUMBER	PROGRAM NAME	PROGRAM TYPE	STAFF FORMS	LEVEL ESL	LEVEL 0-4	LEVEL 5-8	LEVEL 9-12	PROGRAM TOTAL	STARTING DATE	ENDING DATE	DETAIL CODE
CENTRE COUNTY											
36-5061	DEVELOPMENT CENTER FOR ADULTS	ABE	110	48	198	1,109		1,355	07/01/84	05/31/85	201202
37-5036	DEVELOPMENT CENTER FOR ADULTS	GED	10				113	113	07/01/84	05/31/85	203002
98-5009	PROJECT P.R.O.U.D.	ABE	35		35			35	07/01/84	06/30/85	801004
34-5020	ROCKVIEW STATE CORR INSTIT	ABE	2			19		19	09/01/84	05/30/85	302005
35-5009	ROCKVIEW STATE CORR INSTIT	GED	1				46	46	10/01/84	05/30/85	303005
36-5064	STATE COLLEGE AREA SCHOOL DIST	ABE	9	179	10	77		266	07/01/84	05/31/85	101201
37-5040	STATE COLLEGE AREA SCHOOL DIST	GED	6				37	37	07/01/84	05/31/85	103001
98-5015	STUDENT STORIES PROJECT	ABE	4			22		22	07/01/84	06/30/85	102002
	COUNTY TOTAL		177	227	243	1,227	196	1,893			
CHESTER COUNTY											
36-5079	AVON GROVE SCHOOL DISTRICT	ABE	3	13	13	17		43	10/02/84	05/30/85	104211
36-5027	IU 24 COMMUNITY PROGRAM	ABE	3		1	69		70	09/17/84	05/31/85	102102
37-5014	IU 24 COMMUNITY PROGRAM	GED	6				131	131	09/17/84	05/31/85	163002
34-5004	IU 24 INSTITUTIONAL PROGRAM	ABE	2			44		44	09/17/84	05/31/85	451202
35-5003	IU 24 INSTITUTIONAL PROGRAM	GED	1				22	22	09/17/84	05/31/85	403002
36-5023	WEST CHESTER AREA SCHOOL DIST	ABE	6	18		2		20	08/15/84	05/31/85	101201
37-5012	WEST CHESTER AREA SCHOOL DIST	GED	4				36	36	08/15/84	05/31/85	103001
	COUNTY TOTAL		25	31	14	132	189	366			
CLARION COUNTY											
36-5054	CLARION COUNTY AVTS	ABE	6			25		25	07/01/84	05/31/85	602101
37-5034	CLARION COUNTY AVTS	GED	6				25	25	07/01/84	05/31/85	603001
	COUNTY TOTAL		12			25	25	50			
CRAWFORD COUNTY											
36-5031	CRAWFORD CENTRAL SCHOOL DIST	ABE	4		20	43		63	07/01/84	05/31/85	101241
37-5020	CRAWFORD CENTRAL SCHOOL DIST	GED	5				80	80	07/01/84	05/31/85	103001
36-5034	PENNCREST SCHOOL DISTRICT	ABE	7		9	78		87	07/02/84	05/31/85	102131
37-5021	PENNCREST SCHOOL DISTRICT	GED	6				35	35	07/02/84	05/31/85	103001
	COUNTY TOTAL		22		29	121	115	265			
CUMBERLAND COUNTY											
34-5023	CAMP HILL STATE CORR INSTIT	ABE	5	15		55		70	09/17/84	05/31/85	301245
35-5010	CAMP HILL STATE CORR INSTIT	GED	1				29	29	09/17/84	05/31/85	303005
36-5001	CARLISLE AREA SCHOOL DISTRICT	ABE	5	22	4	9		35	07/01/84	05/31/85	102401
37-5001	CARLISLE AREA SCHOOL DISTRICT	GED	4				94	94	07/01/84	05/31/85	103001
34-5003	CUMBERLAND COUNTY PRISON	ABE	2			54		54	07/01/84	05/31/85	401402
37-5061	CUMBERLAND VALLEY SCHOOL DIST	GED	8				59	59	07/01/84	05/31/85	103001
36-5097	EAST PENNSBORO AREA SCHL DIST	ABE	5			25		25	08/01/84	05/31/85	102001
	COUNTY TOTAL		30	37	4	143	182	366			

PROGRAM NUMBER	PROGRAM NAME	PROGRAM TYPE	STAFF FORMS	LEVEL ESL	LEVEL 0-4	LEVEL 5-8	LEVEL 9-12	PROGRAM TOTAL	STARTING DATE	ENDING DATE	DETAIL CODE
DAUPHIN COUNTY											
98-5023	ABE FOR THE MENTALLY RETARDED	ABE	4				10	10	07/01/84	06/30/85	101001
98-5008	AUTHENTIC LISTENING MATRLS-ESL	ABE	5	3				3	07/01/84	06/30/85	801004
34-5002	DAUPHIN COUNTY PRISON	ABE	3		8	49		57	07/01/84	05/31/85	401202
35-5002	DAUPHIN COUNTY PRISON	GED	2				26	26	07/01/84	05/31/85	403002
36-5101	EVALUATION OF FY 1984-85 ABE	ABE	3						07/01/84	06/30/85	005005
36-5006	HARRISBURG CITY SCHOOL DIST	ABE	5		36	35		71	07/01/84	06/30/85	101241
37-5004	HARRISBURG CITY SCHOOL DIST	GED	2				39	39	07/01/84	06/30/85	103001
34-5001	HARRISBURG STATE HOSPITAL	ABE	7	3	86	53		142	07/01/84	05/31/85	501202
35-5001	HARRISBURG STATE HOSPITAL	GED	3				24	24	07/01/84	05/31/85	503002
98-5003	MATH SKILLS CURR.FOR 0-4 LEVEL	ABE	2		20			20	07/01/84	06/30/85	501004
36-5009	PUERTO RICAN ORGANIZING COMMIT	ABE	5	54				54	07/17/84	05/30/85	804004
36-5002	TRI-COUNTY O.I.C.	ABE	14	41	38	209		288	07/01/84	05/31/85	801244
37-5002	TRI-COUNTY O.I.C.	GED	5				153	153	07/01/84	05/31/85	803004
36-5058	UPPER DAUPHIN COMMUNITY PROGRM	ABE	4		6	11		17	09/04/84	04/02/85	701004
	COUNTY TOTAL		64	101	194	357	252	904			
DELAWARE COUNTY											
36-5090	CHESTER UPLAND SCHOOL DISTRICT	ABE	3	17		13		30	09/01/84	05/31/85	182101
37-5054	CHESTER UPLAND SCHOOL DISTRICT	GED	6				175	175	09/01/84	05/31/85	103001
36-5094	CHICHESTER SCHOOL DISTRICT	ABE	4			43		43	08/05/84	04/19/85	101201
36-5076	DELAWARE CO. LITERACY COUNCIL	ABE	108		124	21		145	07/01/84	05/31/85	801004
34-5033	DELAWARE COUNTY PRISON	ABE	6		38	148		186	07/01/84	06/30/85	402144
35-5012	DELAWARE COUNTY PRISON	GED	4				45	45	07/01/84	06/30/85	403004
34-5035	HAVERFORD STATE HOSPITAL	ABE	4		10	73		83	09/04/84	05/31/85	501202
98-5026	PERSONAL WORK ADJUSTMENT A. E.	ABE	3		11	42		53	07/01/84	06/30/85	501004
36-5028	RIDLEY SCHOOL DISTRICT	ABE	7	30		47		77	09/10/84	05/30/85	102141
37-5015	RIDLEY SCHOOL DISTRICT	GED	3				39	39	09/10/84	05/08/85	103001
36-5088	SOUTHEAST DELCO SCHOOL DIST	ABE	3	12		1		13	09/01/84	06/18/85	102141
37-5055	SOUTHEAST DELCO SCHOOL DIST	GED	9				61	61	07/01/84	05/31/85	103001
34-5030	SOUTHEAST PA REHAB CENTER	ABE	8		67	28		95	07/01/84	05/31/85	501204
36-5074	SOUTHEAST PA REHAB CENTER	ABE	12		92	90		182	07/01/84	05/31/85	801204
36-5070	WILLIAM PENN SCHOOL DISTRICT	ABE	6		12	92		104	09/01/84	05/31/85	102101
37-5043	WILLIAM PENN SCHOOL DISTRICT	GED	3				21	21	09/01/84	05/31/85	103001
	COUNTY TOTAL		189	59	354	598	341	1,352			
ERIE COUNTY											
36-5047	CORRY AREA SCHOOL DISTRICT	ABE	5	1		28		29	07/01/84	05/30/85	102101
36-5039	DR. GERTRUDE A. BARBER CENTER	ABE	5		32	1		33	09/01/84	05/31/85	801004
36-5016	ERIE ADULT LEARNING CENTER	ABE	11	50	246	413		709	07/01/84	06/30/85	201241
37-5010	ERIE ADULT LEARNING CENTER	GED	6				108	108	08/01/84	05/31/85	203001
36-5012	MILLCREEK TOWNSHIP SCHOOL DIST	ABE	5	8	1	25		34	07/01/84	05/31/85	104101
37-5007	MILLCREEK TOWNSHIP SCHOOL DIST	GED	4				19	19	07/01/84	05/31/85	103001
36-5041	NORTHWEST TRI-COUNTY IU 5	ABE	16			30		30	09/12/84	05/30/85	102002
37-5027	NORTHWEST TRI-COUNTY IU 5	GED	16				140	140	09/12/84	05/30/85	103002
	COUNTY TOTAL		68	59	279	497	267	1,102			

SUMMARY OF 1984-5 ADULT BASIC EDUCATION PROGRAMS BY COUNTY

PROGRAM NUMBER	PROGRAM NAME	PROGRAM TYPE	STAFF FORMS	LEVEL ESL	LEVEL 0-4	LEVEL 5-8	LEVEL 9-12	PROGRAM TOTAL	STARTING DATE	ENDING DATE	DETAIL CODE
FAYETTE COUNTY											
36-5037	FAYETTE CO COMMUN ACTION AGNCY	ABE	30		16	14		30	07/01/84	05/31/85	802104
37-5025	FAYETTE CO COMMUN ACTION AGNCY	GED	5				60	60	07/01/84	05/31/85	903004
	COUNTY TOTAL		35		16	14	60	90			
FRANKLIN COUNTY											
36-5005	WAYNESBORO AREA SCHOOL DIST	ABE	6			118		118	09/01/84	05/31/85	102001
	COUNTY TOTAL		6			118		118			
HUNTINGDON COUNTY											
34-5014	HUNTINGDON STATE CORR INSTIT	ABE	4	8	27	42		77	09/17/84	05/31/85	302103
35-5005	HUNTINGDON STATE CORR INSTIT	GED	3				44	44	09/01/84	05/31/85	303005
	COUNTY TOTAL		7	8	27	42	44	121			
INDIANA COUNTY											
36-5032	IU 28 COMMUNITY PROGRAM	ABE	9	15	17	141		173	07/01/84	05/31/85	802412
37-5022	IU 28 COMMUNITY PROGRAM	GED	6				71	71	07/01/84	05/31/85	803002
34-5008	IU 28 INSTITUTIONAL PROGRAM	ABE	4		32	12		44	07/01/84	05/31/85	501202
	COUNTY TOTAL		19	15	49	153	71	288			
JEFFERSON COUNTY											
36-5043	JEFFERSON-DUBOIS AVTS	ABE	4			30		30	07/01/84	05/30/85	602101
	COUNTY TOTAL		4			30		30			
LACKAWANNA COUNTY											
36-5007	CARBONDALE AREA SCHOOL DIST	ABE	3						09/01/84	01/31/85	101201
37-5006	CARBONDALE AREA SCHOOL DIST	GED	7				23	23	09/01/84	03/31/85	103001
98-5006	COMPUTER LITERACY FOR ADULTS	ABE	2			6	11	17	07/01/84	06/30/85	201004
99-5003	ESL THROUGH ASL	ABE	3	14				14	07/01/84	06/30/85	204004
36-5008	SCRANTON SCHOOL DISTRICT	ABE	10	22	14	75		111	09/01/84	04/30/85	101241
37-5005	SCRANTON SCHOOL DISTRICT	GED	6				16	16	09/01/84	03/31/85	103001
	COUNTY TOTAL		31	36	14	81	50	181			

PROGRAM NUMBER	PROGRAM NAME	PROGRAM TYPE	STAFF FORMS	LEVEL ESL	LEVEL 0-4	LEVEL 5-8	LEVEL 9-12	PROGRAM TOTAL	STARTING DATE	ENDING DATE	DETAIL CODE
LANCASTER COUNTY											
36-5035	IU 13 COMMUNITY PROGRAM	ABE	31	443	195	817		1,455	07/01/84	05/31/85	182412
37-5023	IU 13 COMMUNITY PROGRAM	GED	9				318	318	07/01/84	05/30/85	183002
34-5009	IU 13 PRISON PROGRAM	ABE	6	45	64	559		668	07/01/84	05/30/85	402142
36-5036	LANCASTER SCHOOL DISTRICT	ABE	12	298	15	60		373	07/01/84	05/30/85	284211
37-5024	LANCASTER SCHOOL DISTRICT	GED	8				320	320	07/01/84	05/31/85	283001
	COUNTY TOTAL		66	786	274	1,436	638	3,134			
LAWRENCE COUNTY											
36-5056	NEW CASTLE ADULT LITERACY	ABE	5	1	48	1		50	07/01/84	05/31/85	801004
	COUNTY TOTAL		5	1	48	1		50			
LEHIGH COUNTY											
36-5096	ALLENTOWN SCHOOL DISTRICT	ABE	12	57	59	41		157	09/10/84	05/31/85	181421
37-5056	ALLENTOWN SCHOOL DISTRICT	GED	4				35	35	09/17/84	05/31/85	103001
34-5032	ALLENTOWN STATE HOSPITAL	ABE	5		95	27		122	07/01/84	05/31/85	501203
34-5034	LEHIGH COUNTY PRISON	ABE	4			26		26	08/01/84	04/30/85	401201
	COUNTY TOTAL		25	57	154	94	35	340			
LUZERNE COUNTY											
98-5037	COPING WITH CRISIS FR DISDVNTG	ABE	5			3	40	43	07/01/84	06/30/85	102002
34-5025	DALLAS STATE CORR INSTITUTION	ABE	4		12	18		30	10/01/84	05/31/85	301405
36-5062	HAZLETON AREA SCHOOL DISTRICT	ABE	8	8	10	62		80	08/15/84	03/30/85	102141
36-5099	INST OF HUMAN RESOURCES & SERV	ABE	5	1	29	7		37	09/01/84	05/31/85	801002
36-5003	WILKES-BARRE AREA SCHOOL DIST	ABE	6	22		90		112	07/01/84	03/31/85	101241
	COUNTY TOTAL		28	31	51	180	40	302			
LYCOMING COUNTY											
34-5019	LYCOMING COUNTY PRISON	ABE	4		5	19		24	09/20/84	05/30/85	101201
34-5024	MUNCY STATE CORR INSTITUTION	ABE	4		5	24		29	09/01/84	05/31/85	301245
36-5065	WILLIAMSPORT AREA SCHOOL DIST	ABE	6	22	61	14		97	07/02/84	05/16/85	101241
37-5041	WILLIAMSPORT AREA SCHOOL DIST	GED	10				125	125	09/17/84	05/09/85	103001
	COUNTY TOTAL		24	22	71	57	125	275			
MCKEAN COUNTY											
36-5051	IU 9 COMMUNITY PROGRAM	ABE	3			27		27	09/01/84	05/31/85	602102
37-5031	IU 9 COMMUNITY PROGRAM	GED	3				14	14	09/01/84	05/31/85	603002
36-5014	KANE AREA SCHOOL DISTRICT	ABE	3		2	6		8	07/01/84	05/30/85	102141
37-5009	KANE AREA SCHOOL DISTRICT	GED	2				19	19	09/15/84	05/30/85	103001
	COUNTY TOTAL		11		2	33	33	68			

SUMMARY OF 1984-5 ADULT BASIC EDUCATION PROGRAMS BY COUNTY

PROGRAM NUMBER	PROGRAM NAME	PROGRAM TYPE	STAFF FORMS	LEVEL ESL	LEVEL 0-4	LEVEL 5-8	LEVEL 9-12	PROGRAM TOTAL	STARTING DATE	ENDING DATE	DETAIL CODE
MERCER COUNTY											
36-5017	FARRELL AREA SCHOOL DISTRICT	ABE	6		10	35		45	09/04/84	05/31/85	101201
37-5017	FARRELL AREA SCHOOL DISTRICT	GED	4				38	38	09/04/84	05/31/85	103001
36-5019	IU 4 COMMUNITY PROGRAM	ABE	19	13	26	117		156	07/01/84	05/30/85	862142
37-5018	IU 4 COMMUNITY PROGRAM	GED	10				100	100	07/01/84	05/30/85	163002
34-5006	IU 4 INSTITUTIONAL PROGRAM	ABE	5			22		22	07/01/84	05/30/85	402002
36-5046	MERCER COUNTY AVTS	ABE	4			13		13	07/01/84	05/31/85	602101
37-5029	MERCER COUNTY AVTS	GED	4				24	24	07/01/84	05/31/85	603001
34-5015	MERCER SRCF	ABE	2		5	23		28	09/01/84	05/30/85	308005
35-5006	MERCER SRCF	GED	2				20	20	09/01/84	05/30/85	303005
	COUNTY TOTAL		56	13	41	210	182	446			
MONTGOMERY COUNTY											
36-5078	CHELTENHAM TOWNSHIP SCHL DIST	ABE	2	5	2	4		11	08/12/84	05/30/85	102141
34-5037	EAGLEVILLE HOSPITAL	ABE	4		13	36		49	09/27/84	05/31/85	901202
34-5028	GRATERFORD STATE CORR INSTIT	ABE	4		23	56		79	09/24/84	05/31/85	301405
35-5011	GRATERFORD STATE CORR INSTIT	GED	3				48	48	09/24/84	05/23/85	303005
36-5020	HATBORO-HORSHAM SCHOOL DIST	ABE	5	9		20		29	08/01/84	05/30/85	101241
36-5093	MONTGOMERY COUNTY O.I.C.	ABE	6			28		28	08/20/84	05/31/85	802104
37-5058	MONTGOMERY COUNTY O.I.C.	GED	5				29	29	08/20/84	05/31/85	803004
36-5075	NORRISTOWN AREA SCHOOL DIST	ABE	11	94	37	31		162	08/01/84	05/31/85	181241
37-5049	NORRISTOWN AREA SCHOOL DIST	GED	5				112	112	08/15/84	05/31/85	103001
36-5091	SPRING FORD AREA SCHOOL DIST	ABE	5		10	18		28	09/01/84	05/30/85	101201
37-5060	SPRING FORD AREA SCHOOL DIST	GED	4				24	24	09/01/84	05/22/85	103001
36-5026	UPPER DUBLIN SCHOOL DISTRICT	ABE	4			23		23	09/17/84	05/25/85	102001
36-5077	WISSAHICKON SCHOOL DISTRICT	ABE	2	25	1			26	09/10/84	05/22/85	104211
	COUNTY TOTAL		60	133	86	216	213	648			
NORTHAMPTON COUNTY											
36-5092	BETHLEHEM AREA SCHOOL DISTRICT	ABE	4	29				29	08/15/84	05/31/85	104201
37-5059	BETHLEHEM AREA SCHOOL DISTRICT	GED	5				129	129	08/20/84	05/31/85	103001
36-5022	EASTON AREA SCHOOL DISTRICT	ABE	10	16	25	46		87	09/01/84	04/30/85	182141
37-5013	EASTON AREA SCHOOL DISTRICT	GED	5				25	25	09/01/84	04/30/85	103001
34-5022	NORTHAMPTON COUNTY PRISON	ABE	7			44		44	09/01/84	04/30/85	401201
36-5066	PEN ARGYL AREA SCHOOL DISTRICT	ABE	6		4	59		63	08/01/84	05/31/85	102101
37-5045	PEN ARGYL AREA SCHOOL DISTRICT	GED	3				47	47	08/01/84	05/30/85	103001
	COUNTY TOTAL		40	45	29	149	201	424			
NORTHUMBERLAND COUNTY											
36-5063	IU 16 COMMUNITY PROGRAM	ABE	23	15	55	457		527	07/01/84	05/31/85	201242
37-5039	IU 16 COMMUNITY PROGRAM	GED	12				125	125	07/01/84	05/31/85	203002
34-5018	IU 16 INSTITUTIONAL PROGRAM	ABE	6		10	31		41	07/01/84	05/31/85	201202
	COUNTY TOTAL		41	15	65	488	125	693			

PROGRAM NUMBER	PROGRAM NAME	PROGRAM TYPE	STAFF FORMS	LEVEL ESL	LEVEL 0-4	LEVEL 5-8	LEVEL 9-12	PROGRAM TOTAL	STARTING DATE	ENDING DATE	DETAIL CODE
PHILADELPHIA COUNTY											
36-5082	ACADEMY & CAREER TRANSITN PRGM	ABE	6			32		32	09/04/84	06/30/85	802004
36-5083	CENTER FOR LITERACY	ABE	354	139	424	56		619	07/01/84	05/31/85	801404
36-5084	CENTERS FOR ADULT LEARNING	ABE	12	50	250	41		341	07/01/84	05/31/85	801403
98-5030	COMPUTER-ASSISTED INSTRUCTION	ABE	3			20		20	07/01/84	06/30/85	802004
36-5100	CSPCD - TEMPLE UNIVERSITY	ABE	4		12	40		52	07/01/84	05/31/85	902103
36-5089	DIST 1199C TRAINING/UPGRADNG F	ABE	4		41	21		62	09/17/84	05/30/85	801204
98-5022	FULL-TIME PRE-APP HEALTH ABE C	ABE	3			20		20	08/01/84	04/30/85	202004
98-5005	FUNCTIONL LITERACY CURR--L.0-4	ABE	4		18	1		19	07/01/84	05/30/85	801004
36-5102	LIGHTHOUSE ESL	ABE	4	30				30	03/06/85	06/30/85	804004
36-5081	LUTHERAN SETTLEMENT HOUSE W.P.	ABE	9		43	100		143	08/31/84	05/31/85	802104
36-5085	PHILADELPHIA CITY SCHOOL DIST	ABE	25	63	155	866		1,084	07/01/84	06/30/85	181241
37-5048	PHILADELPHIA CITY SCHOOL DIST	GED	7				396	396	07/01/84	05/31/85	183001
34-5031	PHILADELPHIA CORRECTIONS	ABE	1			148		148	07/01/84	06/30/85	401241
98-5021	SAFETY--A PREREQUISITE TO EDUC	ABE	3		15	17		32	07/01/84	06/30/85	801004
36-5080	SOUTHERN HOME SERVICES	ABE	9	37		24		61	07/01/84	05/31/85	804204
98-5018	WORKING SKILLS--LIFE SKILLS	ABE	4		15	15		30	07/01/84	06/30/85	801004
	COUNTY TOTAL		452	319	973	1,401	396	3,089			
POTTER COUNTY											
36-5049	COUDERSPORT AREA SCHOOL DIST	ABE	4		7	19		26	08/01/84	05/30/85	102101
	COUNTY TOTAL		4		7	19		26			
SCHUYLKILL COUNTY											
36-5069	IU 29 COMMUNITY ABE PROGRAM	ABE	4		43	19		62	09/01/84	05/31/85	102102
37-5042	IU 29 COMMUNITY GED PROGRAM	GED	4				43	43	09/01/84	05/31/85	103002
36-5067	WILLIAMS VALLEY SCHOOL DIST	ABE	5	1		11		12	09/01/84	05/30/85	102001
	COUNTY TOTAL		13	1	43	30	43	117			
SOMERSET COUNTY											
36-5013	SOMERSET COUNTY AVTS	ABE	6		60	35		95	07/01/84	05/31/85	601201
37-5008	SOMERSET COUNTY AVTS	GED	5				50	50	09/01/84	05/31/85	603001
	COUNTY TOTAL		11		60	35	50	145			
TIOGA COUNTY											
36-5059	MANSFIELD UNIVERSITY	ABE	4		15	16		31	08/01/84	05/30/85	901203
	COUNTY TOTAL		4		15	16		31			
VENANGO COUNTY											
36-5018	TITUSVILLE AREA SCHOOL DIST	ABE	5			47		47	07/01/84	05/30/85	102101
	COUNTY TOTAL		5			47		47			

PROGRAM NUMBER	PROGRAM NAME	PROGRAM TYPE	STAFF FORMS	LEVEL ESL	LEVEL 0-4	LEVEL 5-8	LEVEL 9-12	PROGRAM TOTAL	STARTING DATE	ENDING DATE	DETAIL CODE
WARREN COUNTY											
35-5004	WARREN COUNTY JAIL	GED	3				31	31	07/01/84	05/30/85	403001
	COUNTY TOTAL		3				31	31			
WASHINGTON COUNTY											
36-5033	IU #1 COMMUNITY PROGRAM	ABE	15	8	45	312		365	07/02/84	05/31/85	121242
36-5030	MCGUFFEY SCHOOL DISTRICT	ABE	4		4	8		12	07/01/84	05/31/85	101201
37-5019	MCGUFFEY SCHOOL DISTRICT	GED	4				39	39	07/01/84	05/31/85	103001
34-5007	WASHINGTON CP & WESTERN CENTER	ABE	10		33	33		66	09/04/84	05/31/85	451202
	COUNTY TOTAL		33	8	82	353	39	482			
WAYNE COUNTY											
37-5038	WAYNE HIGHLANDS SCHOOL DIST	GED	5				30	30	09/01/84	05/15/85	103001
	COUNTY TOTAL		5				30	30			
WESTMORELAND COUNTY											
34-5021	GREENSBURG SRCF	ABE	4		43	32		75	09/17/84	05/31/85	301205
35-5007	GREENSBURG SRCF	GED	3				39	39	09/17/84	05/31/85	303005
36-5015	NEW KENSINGTON-ARNOLD SCH DIST	ABE	4	1	4	11		16	09/18/84	04/04/85	101201
36-5055	NORWIN SCHOOL DISTRICT	ABE	5			36		36	07/01/84	05/30/85	101001
37-5033	NORWIN SCHOOL DISTRICT	GED	5				17	17	07/01/84	05/30/85	103001
	COUNTY TOTAL		21	1	47	79	56	183			
WYOMING COUNTY											
36-5004	TUNKHANNOCK AREA SCHOOL DIST	ABE	5		1	9		10	08/07/84	05/28/85	101241
37-5003	TUNKHANNOCK AREA SCHOOL DIST	GED	4				26	26	08/17/84	05/28/85	103001
	COUNTY TOTAL		9		1	9	26	36			
YORK COUNTY											
36-5071	IU 12 COMMUNITY PROGRAM	ABE	162	209	124	231		564	07/01/84	05/31/85	201242
37-5046	IU 12 COMMUNITY PROGRAM	GED	10				310	310	07/01/84	05/31/85	803002
34-5026	IU 12 PRISON PROGRAM	ABE	4		2	157		159	07/01/84	05/31/85	401202
37-5062	RED LAND COMMUNITY ACTION PRGM	GED	3				26	26	07/01/84	05/31/85	803004
36-5098	YORK COUNTY AVTS	ABE	4			35		35	07/02/84	05/31/85	602001
	COUNTY TOTAL		183	209	126	423	336	1,094			
GRAND TOTAL			2,198	3,235	4,752	11,450	5,936	25,373			

APPENDIX D

1984-85

SECTION 310 FUNDED PROJECTS

Section 310 of the Adult Education Act provides support for special experimental demonstration and teacher training projects. More information about individual projects conducted in 1984-85 may be obtained by contacting AdvancE, Pennsylvania's Adult Education Clearinghouse, at the following address.

AdvancE
PDE Resource Center
Pennsylvania Department of Education
333 Market Street, 11th Floor
Harrisburg, PA 17126-0333

SECTION 310 PROJECTS

Special Experimental Demonstration Projects

Priorities for 1984-85

1. Resource Management: Staff and operate a resource facility as a support service to State administration and local Section 306 Adult Basic Education (ABE) programs (which include Adult Basic Education Instruction - ABE, General Educational Development Preparation - GED, and English as a Second Language - ESL) through:

   (a) Maintain and expand a shelf collection of over 3,000 ABE related materials in the areas of professional development, students/staff classroom materials, Special Experimental Demonstration and Staff Development Sections 309/310 Special Projects reports and products, and general ABE references. The material should be shelved in a spacious work area to accommodate easy access by field personnel as well as the resource facility staff. A computerized file of the shelf collection should be maintained and updated as necessary.

   (b) Maintain or initiate contacts with commercial publishers in order to receive gratis copies of newly released ABE related materials. Final reports and products of Special Experimental Demonstration and Staff Development Sections 309/310 Special projects would be received by the resource facility from the Division of Adult Basic Education to be integrated into the existing shelf collection.

   Further acquisitions should be made through limited purchase of new materials identified through analyses of Section 306 regular ABE program needs and Sections 309/310 Special Projects functions and activities. The staff should conduct reviews of the newly acquired materials for content and methods to effect their use. Access to one or more of the commercially available computerized data bases for educational information is necessary for staff's response to client's requests.

   (c) Disseminate client-specified and/or staff selected materials in response to mail, phone, on-site requests and staff-perceived filed personnel needs. Information about the resource facility and how to use its services as well as announcements of the availability of specific materials would be distributed to appropriate audiences. This function would involve the editing and production of abstracts of the current Section 310 Special Projects. Resources and information should be provided as loans, gratis copies, or on a cost-recovery basis. The intent of the resource facility shall be to provide limited free services to the Pennsylvania Department of Education and its funded ABE programs.

"AdvancE - Resource Management for Adult Education Clearinghouse"

Pennsylvania Department of Education, Resource Center

During 1984-85 AdvancE provided Pennsylvania's adult education community with rapid access to information for program improvement and professional development. The foundation of the service was the development of a strong collection of resource materials and providing access to online database information. Over 300 items on a variety of subjects were cataloged and added to the collection. Online database searching provided clients with additional journal articles and documents.

Effort was made to increase client awareness of the availability of the service and to make the service more accessible. Awareness activities included the preparation of a brochure about AdvancE, publication of articles in the PAACE News and What's the Buzz, attendance and brief presentations at all four of the Fall workshops, and staffing an exhibit at the Mid-Winter Conference on Adult Education. A toll free telephone number was installed and has proved invaluable since many programs have limited funds for long distance telephone calls. AdvancE also instituted a client identification number system to facilitate telephone requests and now has a listing of 276 clients.

Quantitatively AdvancE provided the following:

- Individual Search Packages - 507
- Resource Items (on loan) - 1,431

Client evaluation forms provided the following assessment of services provided:

- Seventy percent indicated they had received just the right amount of information.
- All said the information received was relevant to the topic.
- All found the information received useful.
- All indicated they would recommend or highly recommend the service to colleagues.
- All said they would use the service again.

2. Staff Development Activities: Coordinate the physical arrangement and fiscal support for statewide Adult Basic Education staff development activities and other state initiated activities, including:

(a) A series of four (4) regional workshops to be held in the Fall of 1984 for Section 306 ABE program administrators, counselors, and teachers.

(b) Five (5) Sections 309/310 Special Projects presentations at the Pennsylvania Vocational Education Conference in June of 1985.

(c) A series of two (2) workshops to be held in the Spring of 1985 for Section 306 ABE program administrators in western, and central Pennsylvania.

(d) A series of four (4) meetings of the ABE Task Force to take place in the general Harrisburg area for a total of eight (8) meeting days.

(e) A series of four (4) meetings of the Section 310 Task Force to take place in the general Harrisburg area for a total of six (6) meeting days at the Department of Education.

"ABE Staff Development Support Services"

Pennsylvania Directors' Association for Community Action, Inc.

This project managed and coordinated staff development activities for the Adult Basic Education Task Force and 310 Task Force meetings and for presenters at workshops and conferences. Appropriate arrangements for approved meetings were completed. Travel reimbursements were processed for all workshop and meeting participants.

3. Develop a catalog of user evaluations of 310 curriculum projects and current commercial materials being used for Adult Basic Education, such as life coping skills, math and English grammar, according to determined reading levels; make recommendations for their use and disseminate this information on a statewide basis.

"Focus on Curriculum"

Partner, Royce and Royce

This project used a panel of five Pennsylvania adult educators with proven 310 experience to review and evaluate Pennsylvania's 310 resources and commercial materials published after January 1, 1980. The best were selected for six FOCUS ON CURRICULUM editions. Materials reviewed by the panel, whether published in FOCUS or not, were included in an addendum to R & R, Pennsylvania's Adult Education Resource Listing edited as a 310 project by the author in 1980.

4. Publish a minimum of ten (10) issues of an Adult Basic Education newsletter that would disseminate useful information to ABE practitioners and other supporters of the ABE program in Pennsylvania and other states. An inservice insert to be used as a training device in areas such as life coping skills, math, and English grammar must be included with each issue.

"Pennsylvania's ABE Newsletter"

What's the Buzz?

Pennsylvania's adult basic education newsletter, was prepared, edited, and published each month from September through June. It was

mailed free to all Section 306 programs and Section 310 projects in Pennsylvania and to as many other ABE practitioners and friends of ABE as were identified. Readers were informed of relevant legislation and activities appropriate to ABE/GED/ESL, literacy, continuing education, and vocational education throughout the country -- but with a special emphasis on Pennsylvania. Each issue included a two-page insert for use as a training device.

5. Conduct a public awareness campaign of Adult Basic Education and literacy in Pennsylvania. This campaign includes but not limited to television spots, billboards, use of 800 telephone number, print media, linkage to persons and organizations that are interested in establishing new programs (literacy) and other methods of alerting the general public to the literacy concerns in Pennsylvania.

"FORMERLY: ABE Toll-Free"

Central Susquehanna IU 16

Because student recruitment continues to be a major concern at most ABE class locations, this project combined two types of communications (telephone and television) to support a statewide recruitment project to generate potential ABE students as well as to provide the State Office a television awareness campaign. The project maintained a toll-free ABE access number for adults to call to learn the closest classes for Pennsylvania. There were also TV commercials describing ABE classes.

"Fresh Idea: An Adult Literacy Awareness Campaign"

Visual Marketing Services

Visual Marketing Services (VMS) produced six ABE and GED public service announcements for commercial broadcast stations within the Commonwealth. The PSA's, both video and audio, were informative to the general public.

"Opportunities for Growth-Success Stories"

Reading Area Community College

This project printed stories of the Outstanding Adult Education Student of the Year candidates in a booklet to promote adult education and literacy through successful case examples. The case histories provided insights to problems that cause illiteracy and to the motivations that lead people away from illiteracy. As a public awareness publication, the booklet demonstrated the advantages adult education offers a community.

6. Develop an innovative Adult Basic Education curriculum in areas, such as life coping skills, math and/or English grammar, which uses a variety of instructional techniques. Include the use of state-of-the-art technology.

"ABE for the Mentally Retarded"

Harrisburg School District

This project developed an innovative curriculum to serve mentally retarded adults who lack reading, math and life coping skills. The project had four phases: exploration, formulation, implementation, and dissemination. A curriculum council comprised of mentally retarded adults was formed.

"Computer Literacy for Deaf Adults"

Scranton State School for the Deaf

The project developed a simplified approach to teaching profoundly deaf adults to use a microcomputer. It also developed materials to supplement commercial software.

"Coping with Crisis for the Disadvantaged Adult Learner"

Luzerne Intermediate Unit 18

This project developed, field-tested, reviseed, printed and demonstrated a series of four learning activity packages addressing common life situations requiring effective coping skills. Such skills, once learned, help parents serve as successful role models to their children. The series addressed: unemployment or loss of income; illness or injury, divorce or separation; problems with children and death and dying.

Each packet emphasized a use of community-based resources.

"Job Skills for Literacy Students"

Bradford County Library

The library, which has provided one-to-one tutoring for functional illiterates for four years, developed a job-readiness and job-search curriculum. The curriculum provided print and non-print media for 0-4 reading-level adults tutored in Bradford's literacy program. Included in the curriculum were basic writing skills, developing a resume, video taped interviewing, and introduction to computer literacy. This curriculum was used in workshops on job search and readiness skills for Laubach tutored adults.

"Student Stories Project: Experience-Related Reading"

Central Intermediate Unit 10 Development Center for Adults

This project developed two complementary reading comprehension booklets, each containing student-related stories. The stories, using a variation of the language-experience approach, were solicited from various student populations: displaced homemakers, single parents, sportsmen, the unemployed, senior citizens, inmates, etc.

An exercise to gauge reading comprehension followed each story. A set of audio tapes that reinforced sight word vocabulary and facilitated independent student study accompanied 0-4 reading level books.

7. Develop procedures and/or curriculum in life coping skills, math and/or English grammar and the software necessary for computer-assisted instruction.

"Computer Assisted Adult Education"

Research for Better Schools, Inc.

This project revised the hard-copy Individualized Learning for Adults (ILA) math curriculum and testing package. Software was developed around the revised system to provide computer-Assisted Instruction-Adult Basic Education (CAI - ABE) program suitable for use on a micro-computer. The software was made available, at cost, to Pennsylvania ABE programs, libraries, and schools.

"Development of a Computer-Assisted English Grammar Curriculum for the ABE Student"

The University of Pittsburgh at Johnstown

The project created English grammar materials that can be successfully used in adult basic education programs. The software for computer-assisted instruction helps the ABE student gain a positive and solid understanding of grammar. The materials are compatible with both small and large group instruction as well as one-to-one instruction. Materials developed may be duplicated.

"Micro-Computer Network: Procedural Guide for English Grammar"

Coudersport Area School District

THE MICRO-COMPUTER NETWORK: PROCEDURAL GUIDE FOR ENGLISH GRAMMAR is designed for English Grammar CAI activities on a TRS-80 Network System. The procedural guide presents grammar-usages rules typically presented to ABE students through micro-computer disk activities. A pre-test developed for use on the computer network helps instructors place ABE students in group or individual network programs.

8. Operate a computer-based Adult Basic Education staff and student data retrieval system designed to meet federal reporting requirements and state needs.

[This priority was fulfilled outside Section 310.]

9. Beyond the aforementioned priorities, the Pennsylvania Department of Education will give consideration to proposals of statewide impact that would be unique and exemplary and would contribute to staff development and/or new programming techniques in the field of adult education, such as, but not limited to:

(a) The use of technology to increase efficiency of programs and/or personnel.

(b) The use of volunteers in an ABE setting.

(c) Programs for special needs populations, for example, the institutionalized, aging, chronically unemployed, underemployed, handicapped (mentally, physically), racial minorities, women, and non-English speakers.

"Chapter I Adult Literacy Computer Courseware Development"

Pennsylvania State University

The project developed computer courseware for teaching beginning reading skills to Chapter I parents who are not literate. The programs, for the beginning (0-4) level, instruct the adult student in survival sight vocabulary and functional reading and writing skills.

"Development and Field Testing of Computer-Assisted Instruction Methodologies"

Metropolitan Collegiate Center of Germantown

The Metropolitan Collegiate Center Academy and Career Transition (ACT) Program, in consultation with advisers with a background in the educational use of computers, reviewed and evaluated current software, selected what seemed most appropriate to the population and objectives of the ACT program and developed specific instructional methodologies for its use. The four-month (January through April) term of ACT was used to field-test methodologies. Elements and methodologies which test successfully were incorporated into a revised ACT curriculum or used as the basis of a plan for the acquisition and use of additional hardware.

"Evaluation of Work Study Students"

Delaware County Literacy Council

The Delaware County Literacy Council plans used college students as tutors and part-time staff to expand volunteer literacy services in Delaware County. It evaluated the effectiveness of work-study students in varying roles and settings. A narrative was produced as a resource for literacy programs that involve the large-scale use of the college students.

"Full-Time Pre-Allied Health ABE Curriculum Development"

District 1199C Training and Upgrading Fund

This project developed and tested a curriculum to prepare ABE students to help meet the critical shortage of allied health professionals and technicians. Subject areas were English, mathematics, science, and applications which simultaneously qualify students for health training.

"Future Perfect: Educational and Employment Opportunities for High School and Beyond"

School District of Philadelphia, Division of Adult Education

Identifying employment and training opportunities were simplified with the publication of a newsletter mailed to GED dropouts and distributed in class to GED students. The newsletter (four issues) served as a teacher/student resource beyond the life of the project and encouraged students to remain in the GED program until successful completion.

"Grassroots Publicity: A Model"

Tana Reiff-Sodano

In implementation, the project provided the opportunity for an established local adult education program to organize a much needed, "all-out," low-cost public relations program. The project also documented the model, producing and distributing a booklet describing the goals, implementation procedures, and evaluations of each component of the project to all other PDE-funded ABE programs.

"Harrisburg Coalition for Literacy"

Migration and Refugee Services of Catholic Social Services

This project produced a coalition of five agencies and groups that offer training or referral services to functionally illiterate adults. Known as the Harrisburg Coalition for Literacy, it will seek new funding and recruit volunteers for literacy programs.

"Job Search: For Non-Readers"

Central Intermediate Unit 10 Development Center for Adults

Project JOB SEARCH: FOR NON-READERS used volunteers, ABE staff and Literacy Council staff to bring job search skills to non-readers and those with limited reading ability. This was accomplished by:

(1) Adapting and developing job search materials for use with non-readers.
(2) Developing and disseminating a training manual for other programs to train volunteers as job search coaches.
(3) Recruiting and training volunteers to become reading tutors and job search coaches.
(4) Providing follow-up, support, materials and additional meetings for tutors.

"Model Information System for Adult Literacy Organizations"

The Center for Literacy

The Center for Literacy developed and implemented an information and decision support system for use by community-based adult literacy organizations. The project demonstrated the efficacy of using a microcomputer-based information system to help community adult literacy expand through a student-tutor matching and scheduling system and a data base management system.

"New Edcuational Options for Grandmothers of Infants Born to School Age Parents"

University of Pittsburgh

This project addressed the problems of illiteracy among grandmothers of infants born to adolescent youth. They were provided a chance to continue their education to earn the GED high school equivalency diploma and to use their basic skills training to function more effectively as productive grandparents, parents, consumers, and overall caretakers of two generations of dependents. The long-range goals of the project included: break the trend of early childbearing among adolescent daughters, advance their socio-economic status, enhance the quality of parent counseling with daughters, and improve the quality of responses to at-home childbearing responsibilities.

"Partnership Against Illiteracy: A Community Action Model to Establish the Fayette Literacy Council"

Fayette County Community Action Agency, Inc.

This project established Fayette County's first Literacy Council and increased the effectiveness of the existing Community Action Education Center through the use of volunteers in an ABE setting. The project adapted the Literacy Council model and the beneficial one-to-one tutor methods of a past 309 project, READING ACADEMY, operated by California University of Pennsylvania in 1977.

"Personal Work Adjustment Adult Education"

Pennsylvania Rehabilitation Center of Elwyn Institutes

This project provided a means for adults to receive personal work adjustment adult education as part of a pre-employment (training) or on-the-job adult education program. It developed a series of text and instructional technique materials outlining strategies to be used by the trainees to deal with personal work adjustment situations. Also, it provided inservice training to employers and remediation for personal work adjustment problems occurring on the job site. A resource training manual was developed for employers.

"Project GEM: Gaining Employability through Mentorships"

K. N. Associates

The project addressed the need for resource material describing how to develop a mentorship program with volunteers. A training manual was developed, spelling out procedures for recruiting mentors, training volunteers as mentors, and maintaining a successful mentor program.

"Publishing an Anthology of Adult Student Writing: A Partnership for Literacy"

Lincoln Intermediate Unit 12

This project centered on an anthology of fiction and non-fiction writings by adult students enrolled on ABE/GED/ESL and Community Based Organization Basic Literacy programs. It promoted inter-organizational staff development by involving K-college English language arts teachers and adult educators in a partnership for literacy.

"The Use of a Computer in MAnaging a City-Wide Adult Basic Education Effort"

Mayor's Commission on Literacy

Through the USE OF A COMPUTER IN MANAGING A CITY-WIDE ADULT EDUCATION EFFORT, the Mayor's Commission on Literacy designed a system and trained a project coordinator to monitor a network that matched tutors, students, and sites to serve the literacy needs of Philadelphia's adults. Literacy refers to beginning reading through GED as well as ESL service for the city's many new residents whose native tongue is not English.

"ESL through ASL"

Scranton State School for the Deaf

This project prepared teachers of the deaf to use the techniqes and materials of ESL in working with deaf individuals in reading and writing. Classes for deaf adults were conducted by the teachers using acquired ESL techniques.

"Follow the Leader: Strategies of Communication, Coordination, and Collaboration"

Mark C. Nagy Associates

Through this customized training and educational process, ABE counselors and teachers explored their own behavior styles as they relate to the ABE programs. The educator will identified and developed individual strengths for interacting with each other and learned strategies and techniques for resolving interpersonal conflicts.

"Helping Adults Learn"

Pennsylvania State University

Experienced teachers of adults know that their work often extends beyond the teaching of materials within discipline areas to include personal career counseling of their students and the development of the student's self-esteem. These are chores that few teachers are trained to perform. The Pennsylvania State University developed a package of video-based in-service materials that deal with career counseling and self-esteem. The materials were presented statewide on PENNARAMA and made available for non-broadcast use at adult education programs around the state.

"Introduction to Adult Education: An Overview"

Lincoln Intermediate Unit 12

This one-credit course was for educators with little or no formal training in adult education programs. Many professional educators, including some working in adult basic education programs, are not aware of the scope and goals of adult basic education in Pennsylvania. This project began to answer that need.

10. Small grants up to $5,000 will be considered for the purpose of supporting a specific need of a local program, which would increase the effectiveness of the ABE program to the benefit of the adult students. Also, applicants may adapt/adopt and implement past 390/310 projects in either the area of Special Experimental Demonstration or Staff Development.

"A Functional Literacy Curriculum, Level 0-4"

The Center for Literacy, Inc.

Because almost 74 percent of The Center for Literacy's students tested at the 0-4 reading level, the Center's reading specialists designed a resource book which incorporated functional literacy learning activities starting at the 0 level. Topics covered in the resource book were based on needs, interests and goals.

"Authentic Listening Materials - ESL Life Skills Training"

Migration and Refugee Services of Catholic Social Services

The ESL program coordinator of Migration and Refugees Services taped several hours of conversations at gas stations, doctor's offices, and grocery stores. The conversations contained slang, idioms, and language omissions in actual conversations. The tapes were edited and transcribed for use during comprehension and vocabulary exercises to help ESL students learn about everyday, unrehearsed English.

"Building a Literacy Training Team for Allegheny County"

Greater Pittsburgh Literacy Council, Inc.

Greater Pittsburgh Literacy Council adapted Project 99-4008, Staff Development of the Bradford - Wyoming County Literacy Program, to an urban setting. It developed a team of trainers to then train volunteer tutors throughout Allegheny County. This training team, following methods laid out by Laubach Literacy Action, conducted tutor training sessions. New adult students received instruction as a result.

"Math Skills Curriculum for 0-4 Level Students"

Harrisburg State Hospital

This project developed a math skills curriculum for institutional personnel who teach pre-release residents in mental health facilities to recognize money denominations, tell time, and use measurements. The above skills were evaluated following the use of the designed curriculum, which included flip charts and workbooks with appropriate vocabulary so that residents were better prepared upon discharge from the hospital. Evaluations occurred during field trips into the community where the residents live after discharge.

"Project ARENA"

Penncrest School District

Crawford County is 90 percent rural. Project ARENA was designed to increase the efficiency of the Penncrest Adult Basic Education Program to serve residents' needs in the ABE and GED programs. Needs were determined by results of an in-depth evaluation and assessment of data. Data were used for designing a more comprehensive program that can serve not only Crawford County, but other rural programs.

"Project PROUD: People Reading Their Own Unique Dictations"

Mid-State Literacy Council

Project PROUD was designed to eliminate the problems associated with book-centered, one-to-one tutoring; uninteresting, non-pertinent, materials; focus on single skills rather than reading as communication; lack of learner centered, self-worth attitudes; and feeling of being a one-of-kind non-reader. The project trained tutors in the language experience approach and in designing appropriate accompanying exercises. The tutors asked their students to dictate stories about their experiences, knowledge, and concerns. The stories accompanying the exercises were worked on with the students. Some of the stories compose books for use by other students.

"Safety: A Prerequisite to Education"

Lutheran Settlement House Women's Program

Becuase domestic violence has a negative impact on female students, often causing them to drop out of school, this project developed materials for fourth-grade reading level to teach reading skills, provide information, and encourage discussion of violence in the home. It created an atmosphere in which domestic violence could be discussed and made public.

"Televised Literacy Training"

Central Susquehanna Intermediate Unit 16

The general design of the project provided a television program, via a local cable channel, that met some of the training needs of more than 150 volunteer tutors and increased the awareness of literacy efforts in the Central Susquehanna Valley. Training directed into the homes of the tutors made it more cost-effective by eliminating travel expenses, refreshments, and rentals. Live cable sessions allowed viewers to telephone for information from facilitators.

"Writing Skills - Life Skills"

Lutheran Settlement House Women's Program

The WRITING SKILLS - LIFE SKILLS project improved the writing skills of ABE students at the Lutheran Settlement House Women's Program and provided a model for other programs concerned with the writing of their students. The methodology for developing curricular materials was based on the learner-centered curriculum described in "Building Multi-Awareness - A Teaching Approach for Learner-Centered Education," the theoretical work of Paulo Freire and Lev Vygotsky and pilot program developed by C. Behling, N. Elsasser, and Dorothy Minkoff. Involved were poor and working class women, reading below eighth-grade level. ABE students developd skills materials and exercises for use by other ABE students to determine universality of the curriculum.

"A Staff Development Project Using a Volunteer Training Team"

Adult Literacy Project, New Castle Public Library

Since recent studies estimated at least 9,400 functionally illiterate persons read below fourth-grade level living in Armstrong County, the New Castle Public Library proposed to educate these adults individually with tutors trained in the Laubach method in 12-hour workshops. A training team provided workshops in selected locations in the county, covering areas having potential students in this rural county.

"Training Program for Coordinators of Volunteer Literacy Sites"

The Center for Literacy, Inc.

This project enabled The Center for Literacy to deliver higher quality services by providing organized, efficient procedures for dealing with daily and ongoing operation of sites. This freed site coordinators, the key persons in the operation of a volunteer literacy program, to spend more time delivering direct education and support services to tutors and students.

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